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ABSTRACT

This special demonstration project was designed to develop ways of reaching illiterate women and motivating them toward adult basic education goals through programs that support and strengthen family life. Volume I presents the following: Introduction and Purpose: Project Procedure; Program Accomplishments and Evaluation (Description of the Population; Adult Basic Education Classes; Homemaking Skills Program; Participation by School of Social Work; Cooperation of Agencies and Organizations; Volunteer Service; Participation of Soul City Residents; Activities for Children and Youth; The Neighborhood Meetings; Publications at Soul City; Use of Consultants with Project; Summary of Evaluation Team Reports; and Achievements in the General Objectives); and Recommendations and Conclusions. Volume II contains the 12 appendixes to the report, as follows: Summary Statement of the Tuscaloosa Opportunity Program; Questionnaire; Soul City Community Staff; Content of Adult Basic Education Classes, Soul City Community Center; Special Experimental Demonstration Project for Involvement of Adult Residents of Soul City, Tuscaloosa, Alabama; Observation Guidelines for Home Management Students, University of Alabama; Subject Matter Outlines Prepared and Used by Administrative Coordinator; Soul City Recipe Booklet; List of Pamphlets and Bulletins Used at Soul City Community Center; Soul City Bulletins and Announcements Sheets; Seminars on Working with Low Income Families; and Example of Invitation to Evaluation Team. Volume III is comprised of newspaper and journal articles concerning the project. (DB)

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Soul City Report
August 1970

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Special Demonstration Project For Involvement Of Adult Residents Of Soul City, Tuscaloosa, Alabama

Continuing Education in Home Economics
University of Alabama
Tuscaloosa, Alabama

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Funded under the
Adult Education Act of 1966, as amended,
through the Division of Adult Education,
United States Office of Education,
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EVALUATION AND FINAL REPORT

for

SPECIAL DEMONSTRATION PROJECT FOR INVOLVEMENT OF ADULT RESIDENTS OF SOUL CITY, TUSCALOOSA, ALABAMA

Funded under the Adult Education Act of 1966, as amended,
through Grant Number OEG-0-9-102027-4068(324)
for the period June 1, 1969 through July 31, 1970

Submitted to:

Division of Adult Education
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By

UNIVERSITY OF ALABAMA
University, Alabama 35486

Mary Catherine Beasley, Project Director
August, 1970

PREFACE

This publication reports the results of the first year of a special demonstration project designed to develop ways of reaching illiterate women and motivating them toward adult basic education goals through programs that support and strengthen family life. The financial support for this project was provided by a grant from the Division of Adult Education in the Office of Education, Department of Health, Education, and Welfare, Washington, D. C., under Section 309 of P.L. 89-750. The basic aim of the project--to determine the extent to which professional home economists can help to identify problems of the inner-city, hard-core illiterate woman and implement change to produce a better quality of home life--evolved in part from experiences of undergraduate students in human development and social work who sought opportunities for learning first-hand the problems associated with such groups.

The Tuscaloosa Opportunity Program had been actively concerned with a geographic area in Tuscaloosa now known as Soul City. The Tuscaloosa Opportunity Program was conducting a community program there at the inception of this project. Their support of this project in the formulative stages is shown in a report of the Director of the Tuscaloosa Opportunity Program at that time. See Appendix A.

The project has been successful to some degree in the implementation of each of the objectives and somewhat less successful in establishing cooperative working relationships among all those involved in assisting with the various programs. In general, this experience reinforced the belief of the personnel of this project and other community planning bodies that coordination of the efforts of volunteers and programs of federal, state and local agencies within a community must be achieved if the needs of the population are to be adequately met. Apparently factors other than the existence of a "need" frequently determine what action is taken to implement objectives once they have been formulated. The effects of these "other factors" must be understood and the knowledge of the effects utilized if the project is to fulfill effectively its responsibilities to the community.

In this community, as in others, the various federal, state and local agencies coupled with the resources of faculty and students of a state university represent significant forces for the activation of important programs to meet the needs of inner-city, hard-core poverty groups. Several other agencies could also conceivably be involved in implementing the objectives of this project. Attention will be focused on these during the second year of operation.

This undertaking would not have been possible without the support and cooperation of a great many groups and individuals. The Division of Adult Education of the Alabama Department of Education and of the Department of Health, Education, and Welfare provided both moral and financial support without which this special demonstration project could not have been undertaken. The University of Alabama, through its various divisions, provided continued guidance and interest and facilitated implementation of the project objectives.

Gratitude is expressed to the project staff, faculty and students of the University of Alabama, leaders of the various cooperating agencies and groups and the volunteers for their participation in the project. Especially acknowledged are the efforts of these University of Alabama personnel: Miss Ora Lee Brown, Administrative Coordinator of the Soul City Project; Miss Carolyn Pitts, Secretary of the Soul City Community Center; Mrs. Ann C. Stapp, Assistant Director of Continuing Education in Home Economics; Dr. Mary A. Crenshaw, Dean of the School of Home Economics; Dr. Howard B. Gundy, Dean of the School of Social Work; and Dr. Galen N. Drewry, Special University Consultant on Extended Educational Services.

Sincere appreciation is also expressed to Mr. John Quayle, Director of Contracts and Grants, and to Mr. Johnny Rogers, Assistant Director for Contracts and Grants, for the assistance and direction given with the project in the formulative stage as well as during the first year of operation.

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INTRODUCTION AND PURPOSE

One of the crucial issues of the day is to help many more people become fully participating members in our generally prosperous society. Both individual and societal changes are necessary in order to achieve this goal.

The Economic Opportunity Act of 1964 set in motion a program to assist the disadvantaged. It gave a mandate to the nation to mobilize all community resources in the War on Poverty. Adult Basic Education is one of an increasing number of programs, agencies and activities which serve as a "change agent" in helping the disadvantaged improve the quality of their lives and become productive members of society.

One of the major problems with poor people seems to be the lack of education. The entire background of those who live in poverty seems to be one of a lack of the stimulation needed for acquiring knowledge. An obvious point gleaned from the study of the poor is that the cycle of poverty cannot be broken overnight, in a month or even in a year. Progress is slow, but it seems to be definite and is generally felt by those concerned with such projects to be worthwhile.

The effects of poverty are hard, ugly and difficult to erase. It has been emphasized that programs aimed at every age group are necessary and must involve all family members to some degree to be successful.

In June, 1969, the University of Alabama, as grantee, began a Special Experimental Demonstration Project for Involvement of Adult Residents of the Soul City Area in Tuscaloosa, Alabama. The project was designed to develop ways of reaching illiterate women and motivating them toward adult basic education goals through programs that support and strengthen family life.

According to Washington:

> . . . At every stage of life poor women are the poorest of the poor. Whether they are young, middle-aged, or elderly, employed or jobless, married or single, or members of family or individuals living alone, poor women comprise a large portion of the 35 million people living in poverty in the United States. Women head 10 percent of all families, and, most startlingly, head 75 percent of non-white families. One-sixth

> of the 14 million impoverished women are family heads. Nearly two out of three households are headed by a person with no more than a grammar school education.[1]

The group of subjects most directly involved in the project are the adult homemakers living in an area of one and one-half blocks in Tuscaloosa, now known as Soul City, which, at the outset of the project, was home for approximately 250 residents. (During the year of operation, the owner of this dilapidated rental property has demolished four of the structures, which housed 11 families, in order to construct a luxury apartment building.)

Seventy to 80 per cent of the families living in Soul City have a woman as head of the household. The loneliness and social isolation of these mothers have been well documented. It was recognized by Chilman that:

> . . . Since the life style of such individuals is largely pragmatic and oriented toward doing rather than talking, these experiences might well be around immediate, concrete reality problems, such as difficulties in clothing and

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[1] B. Washington, "Women in Poverty," American Child, XLVII (1965), 5.

> feeding the family, procuring health services, and so on.[2]

Many of the problems encountered by these families are believed to be the result of undereducation, lack of knowledge, inadequate motivation and insufficient experience in regard to the exploration and management of resources available to them.

Reaching the underprivileged adult female in the inner-city through the teaching of homemaking skills is the focal point. The main thrust of the project is to pool the combined services of several agencies of the federal, state and local governments, resources of the University of Alabama, and volunteers in order to render service to the community.

The project was planned to meet these general objectives:

1. Use the expressed interest of homemakers in improving homemaking skills to stimulate more responsible citizenship and to encourage

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[2] Catherine S. Chilman, Growing Up Poor (Washington, D. C.: Division of Research, Welfare Administration, U. S. Department of Health, Education and Welfare, 1967).

individual participation in adult basic education programs.

2. Develop models for the aggressive method of achieving individual involvement to motivate program participants toward responsible social and vocational goals.
3. Reinforce the community members in their daily lives and help them become more productive members of society.
4. Create an awareness of the sources of help available to them and an interest in and development of leadership which would enable them to continue the community center program.
5. Reach, on an adult level, the inner-city's most underprivileged socio-economic class.

During Phase I (June to September), it was recognized that two additional overall objectives were needed. They were:

6. Enable the residents to vocalize their need for adult education, and

7. Aid the homemakers in seeking new avenues of involvement with outside resources in the solution of their problems.

PROJECT PROCEDURE

It was assumed that the functionally illiterate woman in such an underprivileged area could be motivated toward adult basic education goals through the teaching of homemaking skills in which she expressed an interest and/or need.

Few programs have been directed to isolated illiterate women; however, it was recognized that whether the mother and homemaker of the family becomes functionally literate has a far-reaching effect on the individual, the family and the community.

In an area of dense population it is believed important for people to have an opportunity to belong and to know they belong without equivocation in order to realize the potential of each individual. The project was structured to provide the optimum experience possible under existing conditions in order to release such potential.

Efforts were made to make the program accessible in two dimensions--psychologically and geographically. The geographic location (a community center familiar and acceptable to the residents) and a program or an approach that would make the project psychologically acceptable to the people were important aspects of the total design of the project. Tuscaloosa Opportunity Program through Operation Outreach had provided two units (four rooms) of a four-family house for a Community Center. Because residents of the area had begun to accept this as a Community Center and to look upon it as a place where some of their needs could be met success of this project was believed to be dependent on continued location of the Community Center within the Soul City Community and in the particular location where the Tuscaloosa Opportunity Program had operated a Center. It was also apropos because the rental funds which had been available through donations were expended by the time this project went into operation. It was not considered feasible to relocate the Center on the campus of the University of Alabama during this project funding cycle because the adults involved would likely avoid such an unnatural environment.

In order to make the program psychologically acceptable, the educational experiences were structured for flexibility and based on the expressed needs of the individuals. In order to determine these needs, a questionnaire (Appendix B) was designed and administered to the homemakers of the community by the administrative coordinator of the project.

The Community Center was planned as a place where the women could come and receive group and/or individual instruction in cooking, sewing, buying, child care, housekeeping and other aspects of homemaking, all of these pointing to the value of literacy. The Center afforded the children and youth some opportunity for supervised play and recreation. In addition, it provided graduate and undergraduate students a type of field work experience.

An Advisory Committee was established to assist in planning and guiding the project. Representatives included the Tuscaloosa Opportunity Program, the various departments of the University of Alabama which were involved in the project, the Home Economics Education Service of the State Department of Education, the Adult Basic Education Division of the State Department of Education and the State

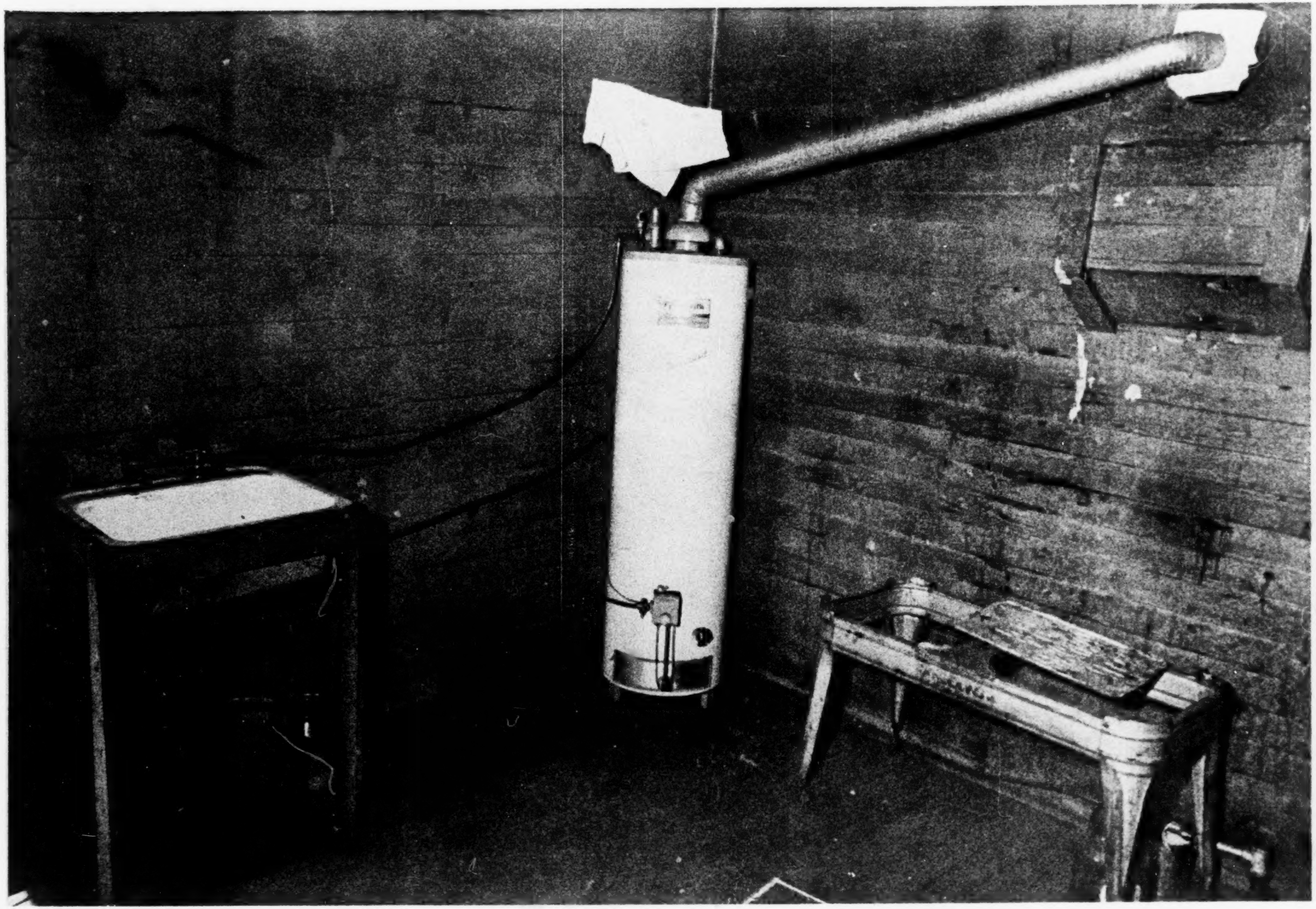

Fig. 1.--Before Picture of Family Units Rented for Community Center

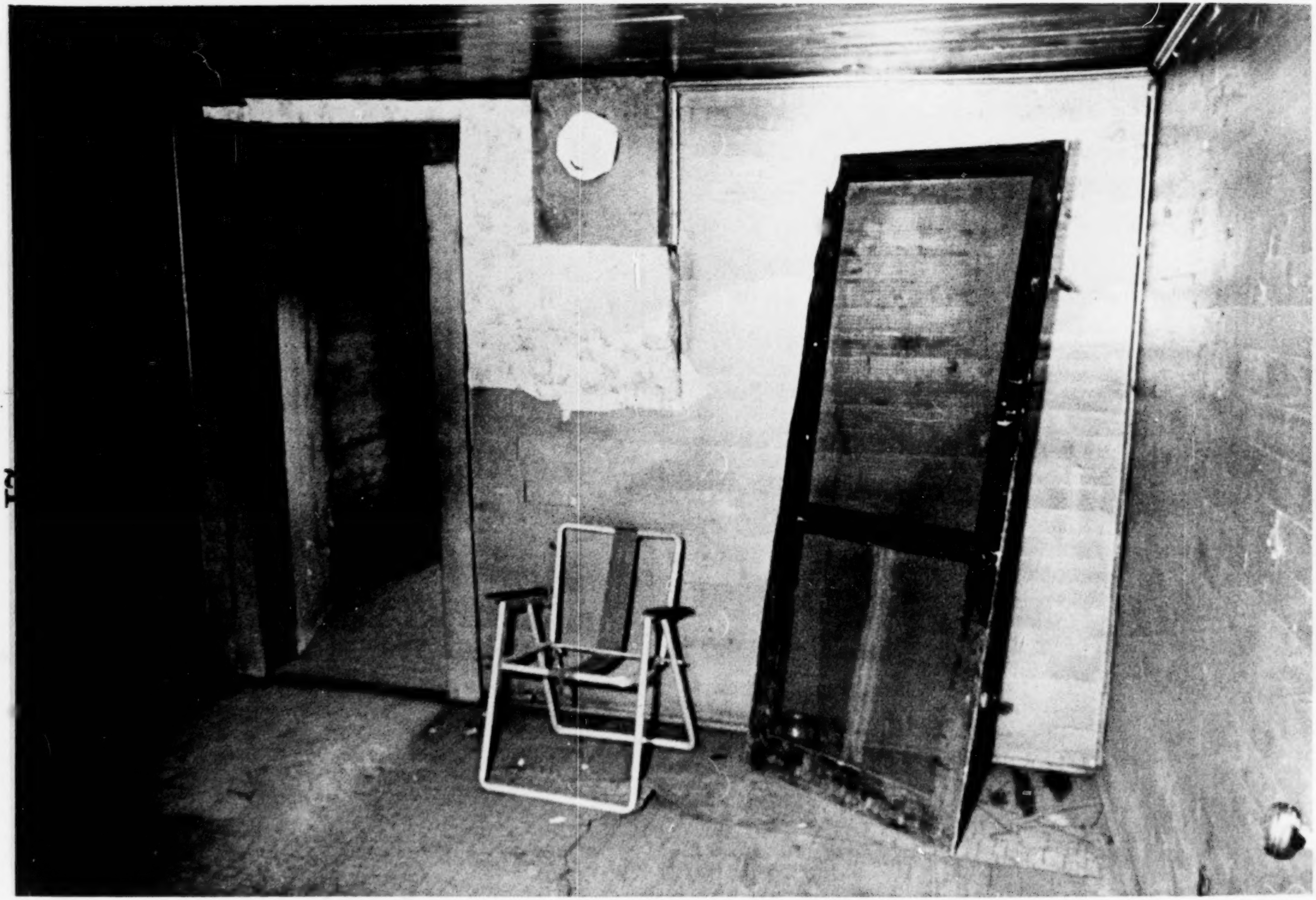

Fig. 2.--View of Family Unit Before Occupation

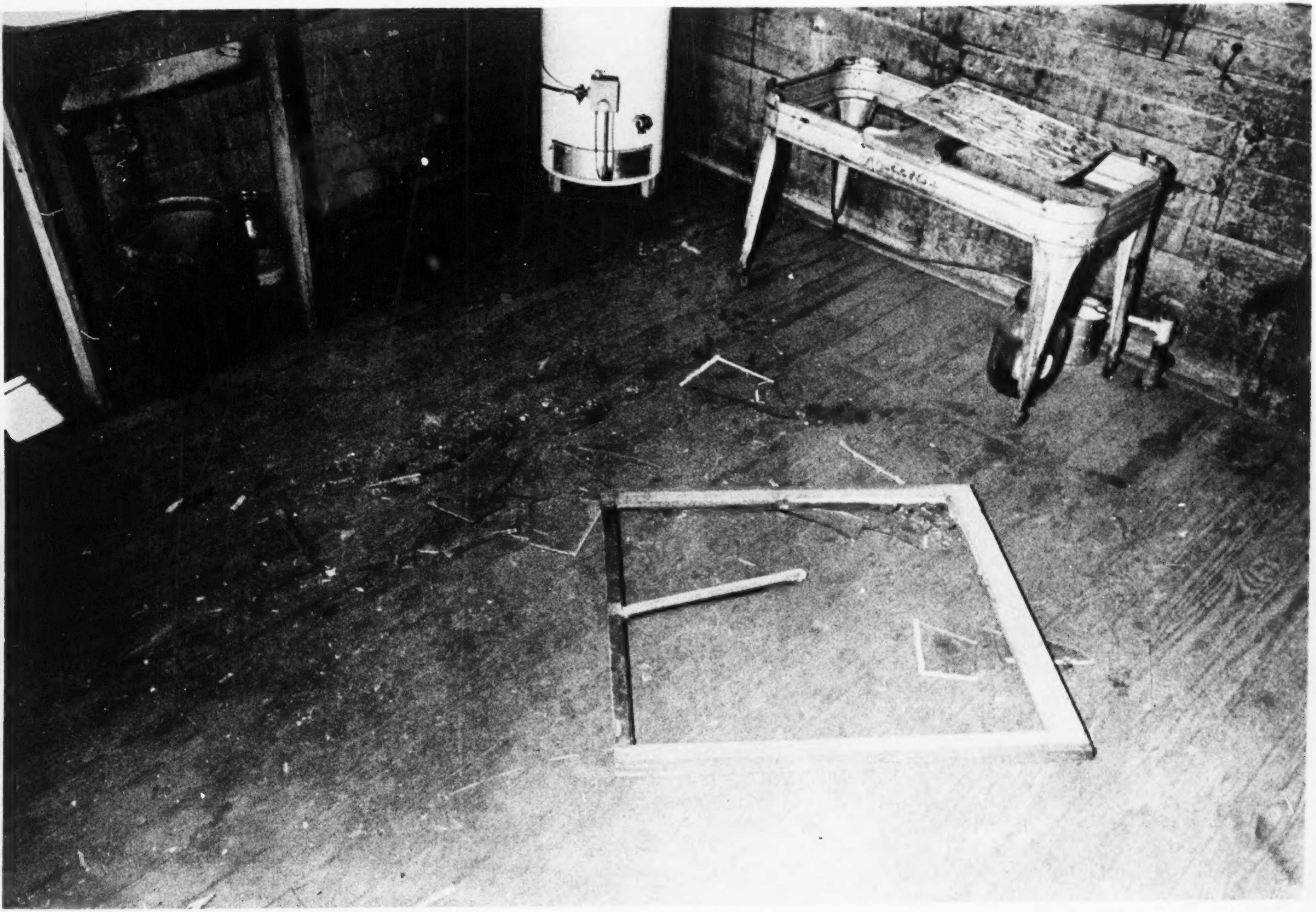

Fig. 3.--Dilapidated Condition of Apartments at Soul City

Department of Pensions and Security.

The population of the Soul City Community consisted of some 250 Negro residents including approximately 125 children under 14 years of age. It is typically matriarchial and functions below the poverty level in all aspects. About one-half of the families receive welfare assistance of one kind or another. Seventy to 80 per cent of the families have a woman as head of the household. Many of the adult residents are alcoholics.

The average grade level attainment of the adults, as stated in interviews, is grade five; however, most of the men have not gone beyond grade three. Of those who are employed, the majority work in service occupations on the University of Alabama campus.

The group of subjects most directly involved in this project was the adult women in the age group 16 through 44. One Adult Basic Education class for men was established. Some activities were offered for the older residents, young people, and children.

Early in the first month of the project a staff was assembled. The project director was given permission by

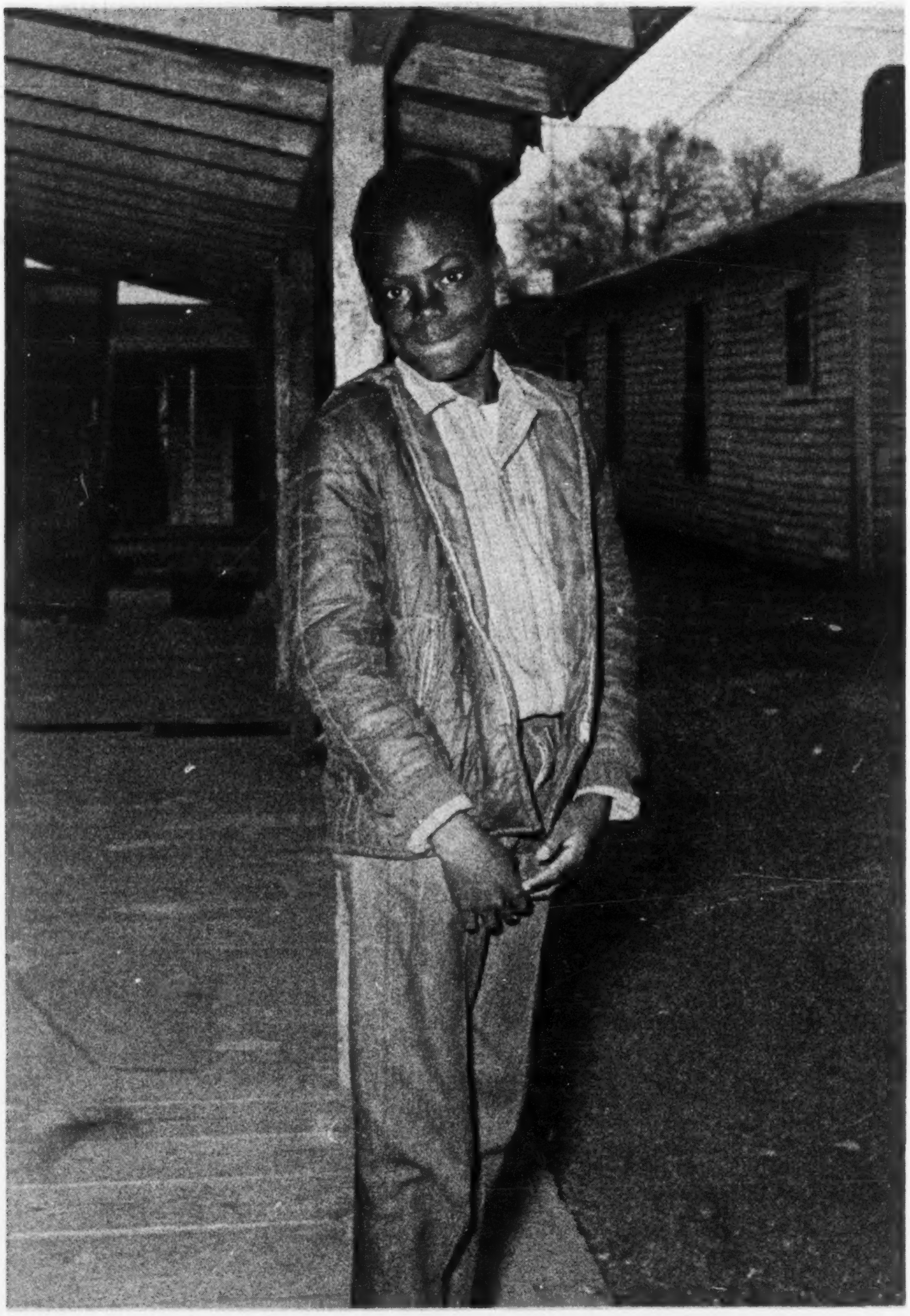

Fig. 4.--Typical of Children in Soul City

the appropriate University of Alabama officials to serve in this capacity up to 25 per cent of her professional time in direct supervision of the educational program and general management of the project. A full-time administrative coordinator was secured to provide supervision of the Community Center programs and activities, coordination of volunteer workers at the Center, individual and group teaching and to participate in planning, decision making and evaluation of the Center program. A full-time secretary was named to give overall supervision to the Community Center Office and to be responsible for typing and routine correspondence, preparation and updating of Center inventory of supplies and equipment, to provide assistance in the preparation of reports and to be keeper of the records and files. In addition, six part-time instructors were employed to assist with the educational program at the Center. Five were in subject matter areas of home economics and one was in the field of social work. All were University of Alabama faculty members. A part-time custodial assistant was hired to maintain the Community Center. For more information on the staff, consult Appendix C.

Curriculum development began immediately when specific objectives within each subject matter area were developed and has continued as the staff supplemented, reinforced and altered plans to better meet the needs of the participants. The specific objectives within each subject matter area and the accomplishments within each area are described on pages 27 through 55.

A time schedule was formulated to facilitate the operation of the project. Briefly, it was as follows:

Phase I--June to September, 1969. During this period the project staff worked to mobilize the people of the area and to determine the resources which were available to the project. Training sessions and conferences were held with staff and volunteers. An assessment of the needs of the people in the geographic area and of the requests for services was made. Curriculum plans were developed.

Phase II--September, 1969 to January, 1970. The structured program for adults at the Community Center was begun. Types of programs offered are discussed on pages 25 through 62. Some organized activities for pre-school, school age and youth were conducted during after-school hours. These were directed by students and faculty of the University of Alabama, the Tuscaloosa City Recreation Board and volunteer workers.

Phase III--January to May, 1970. Community Center offerings were adjusted to conform to the needs of the people. Additional subject matter offerings, repetition of some offerings for residents who entered the program later than the initial group, and more advanced subject matter for second offerings when requested were planned. Seminars were held for advisory committee members, staff and volunteers, and others to contribute to a greater understanding of how to successfully work with low income families and to gain a deeper appreciation of the life styles of this segment of society.

Phase IV--May to August, 1970. This phase included completion of the structured program which had been developed at the Center, the evaluation of the year's work, preparation of project report, and planning for continuation of the adult education opportunities at the Community Center.

PROGRAM ACCOMPLISHMENTS AND EVALUATION

The Soul City Experimental Demonstration Project has focused attention upon helping homemakers develop skills which enable them to live a more satisfying, useful, and productive life. During the early months of the program efforts were made to become acquainted with residents of the community and to lay the groundwork upon which the program would function. Visits were made into the individual homes. A questionnaire was administered to the adult residents in order to determine the expressed needs of the homemakers for program offerings at the Center. Case records were developed on each adult resident in the community. These are on file at the Community Center office.

Early in the project the administrative coordinator and some School of Social Work students conducted a community survey. From this source and files at the Tuscaloosa Opportunity Program, the needs of the people and community were stated as follows:

1. Raise the economic level of the families in the community.
2. Improve mental and physical health of residents of the community.
3. Establish a functioning community system.
4. Increase the knowledge of residents in all areas of daily living.
5. Provide motivation to secure residents' cooperation in the Community Center programs.
6. Provide experiences which encourage participants to explore and better manage the resources available to them.
7. Secure jobs for teenagers.
8. Arrange opportunities for parents to socialize with others.
9. Strengthen family life in the community.
10. Raise the educational level of the residents.
11. Increase the homemaker's skill in caring for her home.
12. Assist with supervised play and recreation for children and youth.

13. Help residents of the community develop self-discipline.

From home visits and interviews with the adult residents, the Participant Information Sheets were completed on each adult resident in the community. These are on file in the Soul City Community Center Office at 1017-1/2 Fourteenth Street, Tuscaloosa, Alabama.

Description of the Population

Personal characteristics of the participants varied, as shown in Tables 1 through 4. Table 1 shows the number and percentage of the participants within the adult age ranges in the community. Taking the group as a whole, 66 per cent were in the 20 to 50 year old age range. Seven per cent were under 20 years of age and 26 per cent were over 50.

The marital status of these participants, as reported in interviews, is shown in Table 2. Not all participants who stated that they were married lived with their spouses.

TABLE 1

NUMBER AND PERCENTAGE OF PARTICIPANTS BY AGE AND SEX

Age	Number			Per Cent
	Male	Female	Total	
16-19	0	5	5	7.00
20-29	3	12	15	21.00
30-39	9	11	20	28.00
40-49	6	6	12	17.00
50-59	3	7	10	14.00
60-69	5	1	6	8.00
70-79	1	1	2	3.00
80-89	1	0	1	1.00
Totals	28	43	71	99.00

Source of Data: Participant Information Sheets on file in the Soul City Community Center Office, 1017-1/2 Fourteenth Street, Tuscaloosa, Alabama.

TABLE 2

NUMBER AND PERCENTAGE OF PARTICIPANTS
BY MARITAL STATUS AND SEX

Marital Status	Number			Per Cent
	Male	Female	Total	
Married[a]	20	26	46	65.00
Single	2	9	11	16.00
Widowed	3	5	8	11.00
Divorced	3	2	5	7.00
Separated	0	1	1	1.00
Totals	28	43	71	100.00

[a] Not all participants who stated that they were married lived with their spouses.

Source of Data: Participant Information Sheets on file in the Soul City Community Center Office, 1017-1/2 Fourteenth Street, Tuscaloosa, Alabama.

Of those who stated they were married, 15 per cent did not have children. The number having children by marital status is depicted in Table 3. Note that there is a total of 121 children living in this small area. Seventy-five per cent of the children are reportedly products of a marriage, while 23 per cent are children of unwed mothers.

TABLE 3

NUMBER AND PER CENT OF CHILDREN BY MARITAL STATUS OF PARENTS

Marital Status of Parents	Number of Children	Per Cent
Married[a]	79	65.00
Single	28	23.00
Divorced	4	3.00
Widowed	3	2.00
Separated	7	5.00
Totals	121	98.00

[a] Not all participants who stated that they were married had children.

Source of Data: Participant Information Sheets on file in the Soul City Community Center Office, 1017-1/2 Fourteenth Street, Tuscaloosa, Alabama.

The number and per cent of participants by educational level and sex are shown in Table 4. Only five participants stated that they were high school graduates.

TABLE 4

NUMBER AND PERCENTAGE OF PARTICIPANTS BY EDUCATIONAL LEVEL AND SEX

Grade Level	Number			Per Cent
	Male	Female	Totals[a]	
1-3	12	7	19	29.00
4-6	6	8	14	21.00
7-8	1	6	7	11.00
9-11	5	15	20	31.00
High School Graduate	1	4	5	7.00
Totals[a]	25	40	65	99.00

[a] Not all participants responded to the question on educational level attained.

Source of Data: Participant Information Sheets on file in the Soul City Community Center Office, 1017-1/2 Fourteenth Street, Tuscaloosa, Alabama.

Adult Basic Education Classes

Through the cooperation of the Adult Basic Education Division of the Alabama Department of Education, an Adult Basic Education teacher was secured at no cost to the Soul City Project. The teacher taught a basic education class to the men of the community, and cooperated with those teaching the homemakers so that they would stress the usual reading, writing, and arithmetic skills of the Adult Basic Education curricula.

The Adult Basic Education class was taught in two levels during the course of the year--the beginning level and the intermediate level. The cumulative total enrolled in the beginning level was 13 and in the intermediate level it was three. The enrollment at the close of the year showed eight for the beginning level and three for the intermediate level. The subject matter outline, activities used to enrich the teaching of the Adult Basic Education class, and the resources used are presented in Appendix D.

In addition to the regular course work, certain extra-curricular activities were carried out in the classes. Members served as tasters for food and nutrition classes which met on many of the same evenings. The members made reports on various holidays and about important people. An introductory course in electricity was taught. A Christmas social presented an opportunity for socializing and evaluating progress in the class.

Homemaking Skills Program

A major underlying goal of Adult Basic Education is the strengthening of individuals, families and communities. In the development of the homemaking skills program a combination of personal contacts, home visits, individual and group instruction, community bulletins, demonstrations and social activities was used. The Community Center was viewed as a laboratory for learning that extended into the homes and the community.

The curriculum grew out of the needs and experiences of the homemakers. The Soul City project staff and advisory committee developed specific objectives in each subject matter area, along with suggested activities and learning experiences to help meet the objectives. See Appendix E.

The specific objectives within each subject matter area and the progress toward each are described herewith.

Family Economics, Home Management, Housing and Equipment

Learning experiences in these areas were provided through efforts of the administrative coordinator, the part-time instructor in home management, home economics students from the University of Alabama and a few volunteers. In each instance the teaching was directed toward accomplishing one or more of these objectives:

1. Provide opportunities for learning ways to get more and better satisfaction for the time, energy and money at their disposal.
2. Develop the skill for getting fair value for dollars spent in order to help protect their incomes.
3. Help homemakers recognize alternatives where they exist and to help families bring these within reach.
4. Help the people to help themselves develop skills to cope with today's marketplace; to

withstand the pressures of advertising; to learn how to select goods and services; and to understand protection available to them, as well as where to go for help and information.

5. Learn how to operate and take care of home equipment; to understand how to take care of ordinary mechanical and electrical problems with equipment and how to make simple repairs.

Students in a Home Management Class for Married Students visited in homes with the administrative coordinator to observe homemakers. This was an effort to better understand the values and aspirations of the homemakers, as well as the types of managerial decisions which are made. A copy of the Observation Guidelines used by the students is shown in Appendix F.

A Special Food Preparation and Management Class was conducted by students for a diabetic teenager in the community. A local physician was contacted and the diet planned according to his specifications. The class was designed to help the teenager learn how to plan and prepare the foods recommended by the doctor. Help was also given to the homemaker of the family concerning food selection, food preparation, comparative shopping and money management.

A two-room apartment was donated to the community, by the owner, to serve as a model apartment. Students redecorated the apartment using examples of inexpensive storage which could be copied by the residents in their own homes.

Group instruction and demonstrations were presented by students on the principles of management and consumer education in four evening sessions. The following topics were discussed: work simplification, management of time, energy, and money; daily recreational needs; meal management; and cleanliness in the kitchen. During each session a one-dish meal was prepared, educational booklets were distributed, and informal discussions were held.

Students and the part-time instructor in home management held a community meeting to help the people: realize the place of credit in their lives; understand different kinds of credit; understand the advantages and disadvantages of credit; and develop judgment in the use of credit. The film, "The Owl Who Gave A Hoot," was shown and the discussion which followed proved stimulating and beneficial. The administrative coordinator, home management instructor and a local banker led the discussion and answered questions. Topics discussed other than the use of credit included guarantees and warranties, labels, "bait" advertisements, loan agreements, sales contracts, comparative shopping, shopping for food, and general money management to "get the most" for their dollar. Six University students contributed a total of one to ten hours each and the part-time instructor in home management contributed 70 hours in the various aspects of the program.

The administrative coordinator worked in these subject matter areas with the homemakers individually, and in group instruction. (See Appendix G for complete outline of subject matter used as a guide by the coordinator in group and individual instruction.) Several examples of inexpensive storage were created. A closet was constructed using a broom handle on wires extending from the ceiling. This held a curtain which protected the clothes from dust and provided a more attractive appearance to the room. The accompanying pictures show two additional projects undertaken by women of the community. Figure 5 shows an under-sink storage area created with corrugated cardboard and covered with Contac paper. A shelf was added to increase the storage area.

Figure 6 shows two other inexpensive storage ideas. At the left is a cannister made from a large tin container covered with magazine pictures and shellacked. To the right is shown an orange crate with a shelf added. Later, these were also covered with Contac paper and attached to the walls as dish storage, medicine cabinets, cosmetic storage and supply storage.

Each of the objectives has been achieved to some extent with a number of community residents. Those reached appeared to be interested in the individual and group assistance which had been designed to help them become motivated to help themselves.

Foods and Nutrition

In the area of foods and nutrition the specific objectives were:

1. Learn the importance of proper nutrition.
2. Learn how to save money on food purchases.

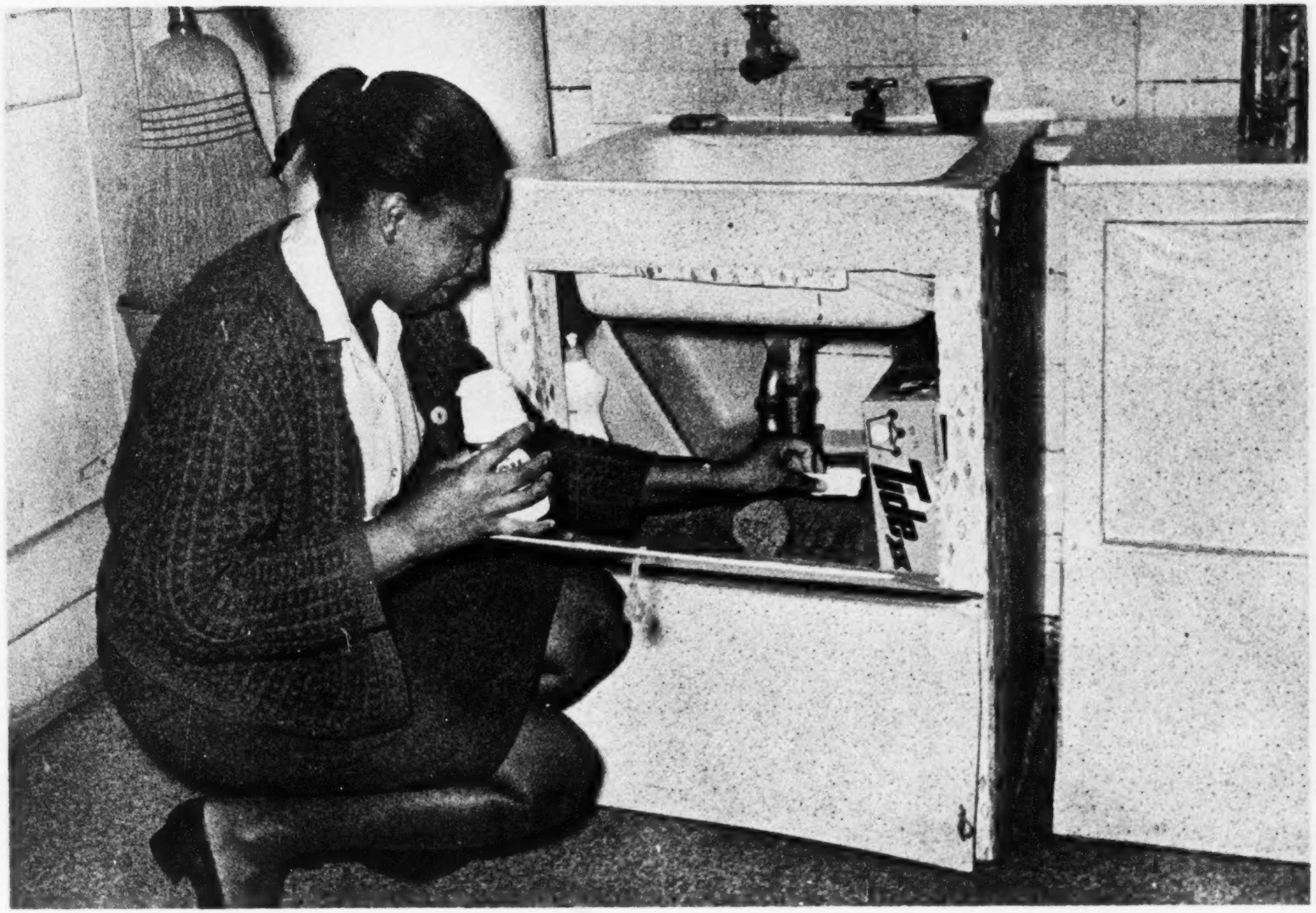

Fig. 5.--An Under-sink Storage Area Created with Corrugated Cardboard and Contac Paper

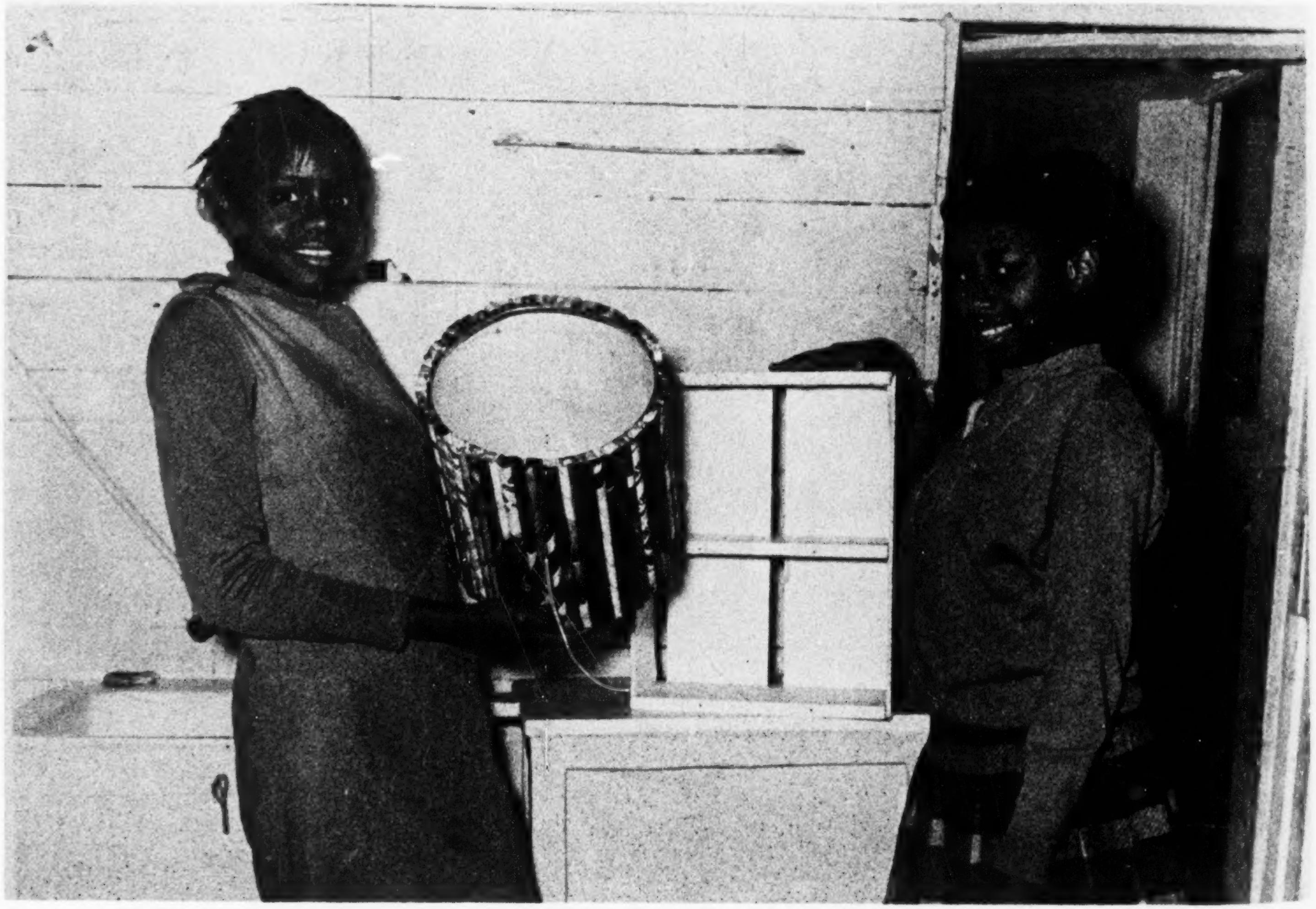

Fig. 6.--Inexpensive Storage Ideas

3. Help families become aware of and make use of available food assistance programs.
4. Help families make best use of the less expensive foods of nutritive value.
5. Emphasize increased consumption of milk and milk products, fruits and vegetables to help increase the nutritive quality of the diet, especially with regard to calcium, vitamin A and ascorbic acid.

Classes of adults have been held periodically every Thursday by two nutrition aides through cooperation with the County Cooperative Extension Service.

A few students in the Foods and Nutrition Department, under the supervision of the project's part-time instructor in foods and nutrition, were available upon request to work with persons whose diet must be modified for therapeutic reasons. The instructor has assisted students from other areas of home economics when they incorporated information and material on good nutrition, food purchasing and food preparation in programs.

Through efforts of the administrative coordinator and community workers from Tuscaloosa Opportunity Program, several families are now using food stamps. Many food demonstrations have been given at the Community Center to show how to use the less expensive foods in tasty dishes for the family. Figure 7 shows the administrative coordinator working with a community resident on the use of dried milk. Some of the men became interested in the low-cost advantages of using dried milk, as shown in Figure 8. All recipes used in demonstrations (except those which were not well received) were duplicated and formed into the Soul City Recipe Booklet. See Appendix H.

Seasonal activities, such as Christmas entertainment and refreshments, cook-outs, and indoor picnics have been planned and foods prepared in keeping with the occasion. A number of films have been shown and booklets distributed. (For a listing of these and all their resource materials used, consult Appendix I.)

Through efforts of the administrative coordinator in visitations, observations, and conversations with parents and children, it was determined that the homemakers were using what they had learned in these classes and activities

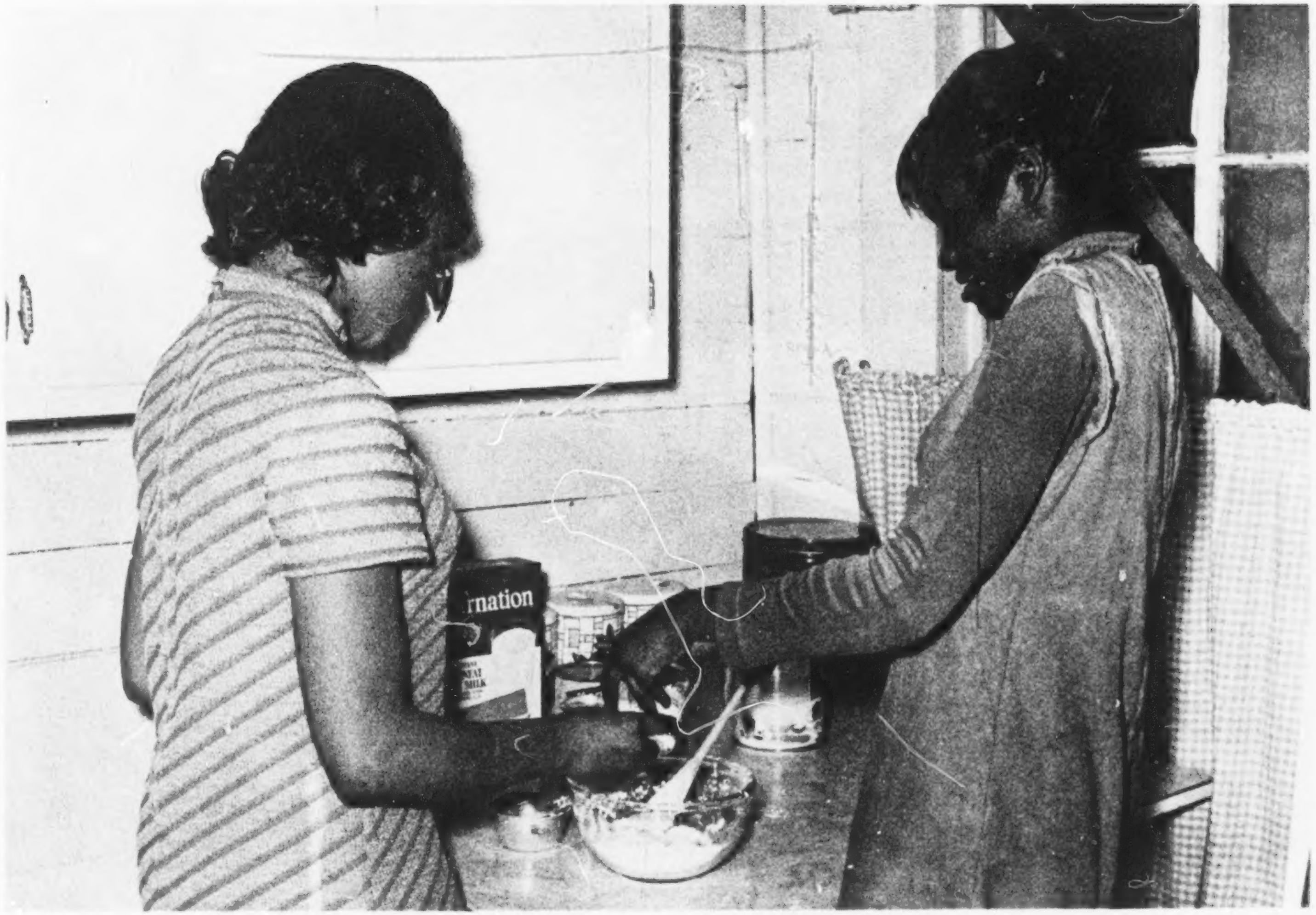

Fig. 7.--Residents Learn Advantages of Using Dried Milk

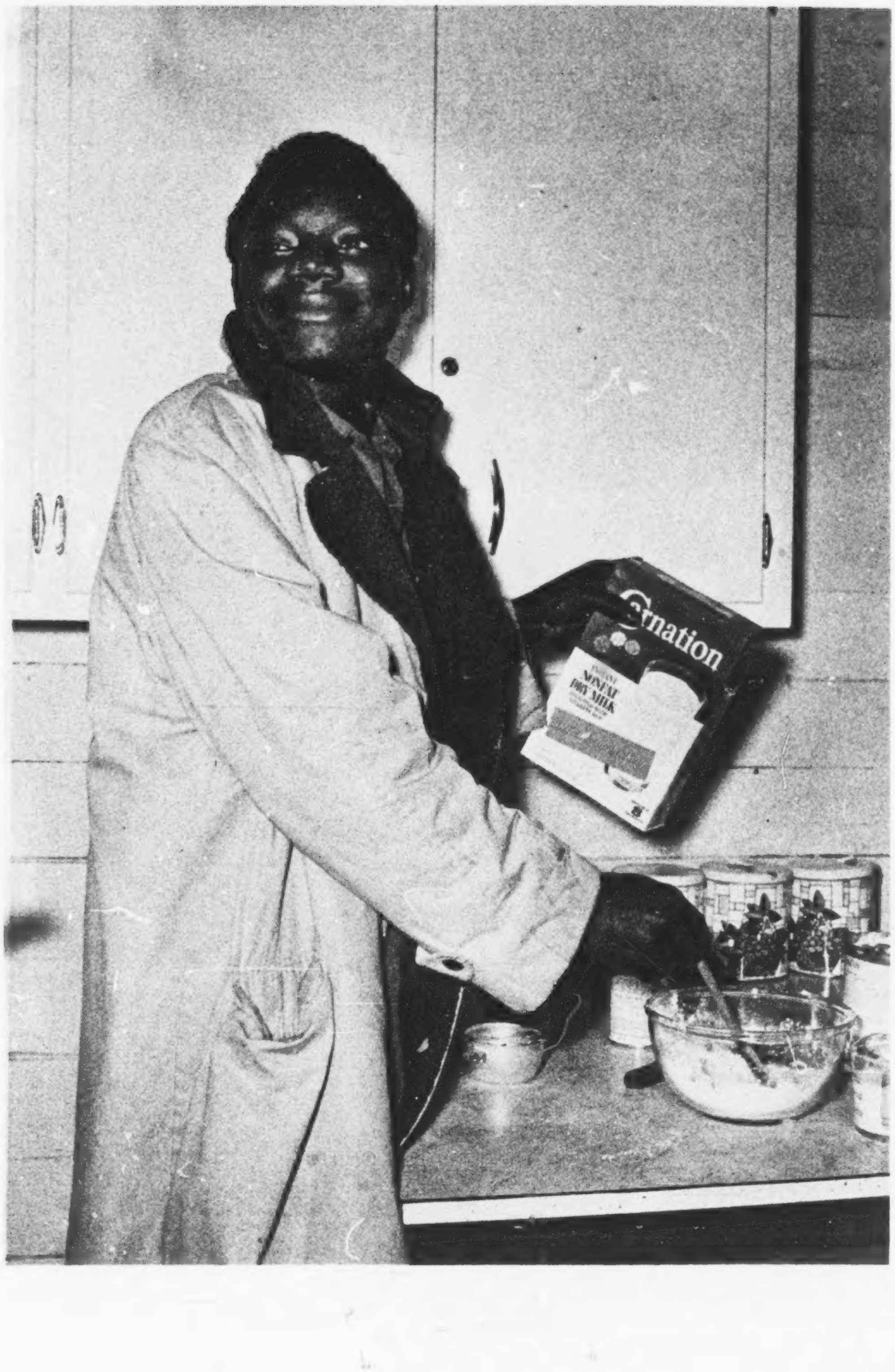
Carnation
INSTANT
NONFAT
DRY MILK

Fig. 8.--Male Interest in Low-cost Advantages of Using Dried Milk

in the following ways:

1. Vegetables are prepared and served in some form daily by most families.
2. Meats are desired daily, but may be served only three or four times weekly.
3. Meat substitutes, such as macaroni and cheese, may be served with or without a meat.
4. Cheese and eggs are used by some families as meat substitutes.
5. Dried beans and peas are served as a vegetable, but also served as a meat substitute.
6. Dried milk is used by the families for cooking, as an extender of fluid whole milk and to drink.
7. Mothers are more conscious of foods prepared and are making use of several recipes used in demonstrations at the Community Center.
8. Women ask for suggestions of foods to serve.
9. Women discuss the proper cooking methods of certain vegetables and meats.
10. Homemakers complain about the difficulty of keeping fruit, ice cream and carrots.

11. Children have become aware of nutritional needs with regard to candy and soft drinks.
12. Women observe sales and buy only those foods the family will eat.
13. Homemakers are aware of the importance of iodized salt in the diet.
14. Fourteen families qualified for the food stamp program and are purchasing them regularly.
15. Families have improved storage for foods and some have made storage shelves from grape crates.

Human Development and Family Life

Objectives in this area were stated as follows:

1. Learn how to nourish the curiosity of children and how to give them encouraging attention even while doing something else.
2. Help families see their problems in perspective and be able to deal with them more effectively.
3. Understand the meaning of child care and guidance.
4. Develop some understanding of the principles and

methods of caring for and guiding children at their different developmental levels.

5. Understand the relationship of the family and the community.
6. Understand the legal responsibilities of families.

Some progress has been made in all areas, but the University of Alabama students have worked most closely with objectives one and four. Accomplishments in these areas include continuation of a recreational program involving arts and crafts that stimulate curiosity and encourage wise use of leisure time, demonstration of leisure time activities appropriate for each developmental level, instructions to teens in caring for younger children, formation and equipping of a baseball team and the organization of a small league of baseball teams, organization and coaching of football teams for two different age groups.

Community resources have been utilized in these activities. The city Recreation Department has cooperated in grading and equipping a playground and setting up a football league which now involves five low-income neighborhoods. The Crimson Tide football team at the University of Alabama has sent players to talk to the boys about good sportsmanship and has donated some equipment.

During Phase III, several of the general objectives of the project have been accomplished. The two part-time instructors in Human Development and Family Life have conducted a series of parent-education programs including: baby care; what to teach pre-schoolers; nutrition; homemade toys; health and vocational facilities in Tuscaloosa, job opportunities, birth control and family planning. Two sessions, repeating the subject matter, were held each Wednesday for four weeks.

The following motivational techniques were used:

1. Hand bills were distributed house to house by students.
2. A colored picture of each mother and child or children was made on the first day.
3. Each mother or teenage girl who stayed for the entire lesson received a free piece of dinnerware. Those who came to each lesson and brought a guest had the possibility of receiving a full

set of dinnerware.

4. Baby sitting was provided.

5. Government bulletins were handed out.

Other activities sponsored at various times by the University of Alabama students included a girls' club for nine to ten year olds with arts and crafts once a week, recreational activities for older boys and girls held once a week, cooking classes for teenage girls, assisted with decorating the model apartment and tutoring services for school age children.

The administrative coordinator has worked with individual children and parents in the area of child development. She is shown in Figure 9 in a story-telling session with a group of children.

There is great need for more well-planned and carefully supervised activities for all age groups of children. Groups such as the one pictured in Figure 10 are around the Community Center at all hours looking for interesting activities to do.

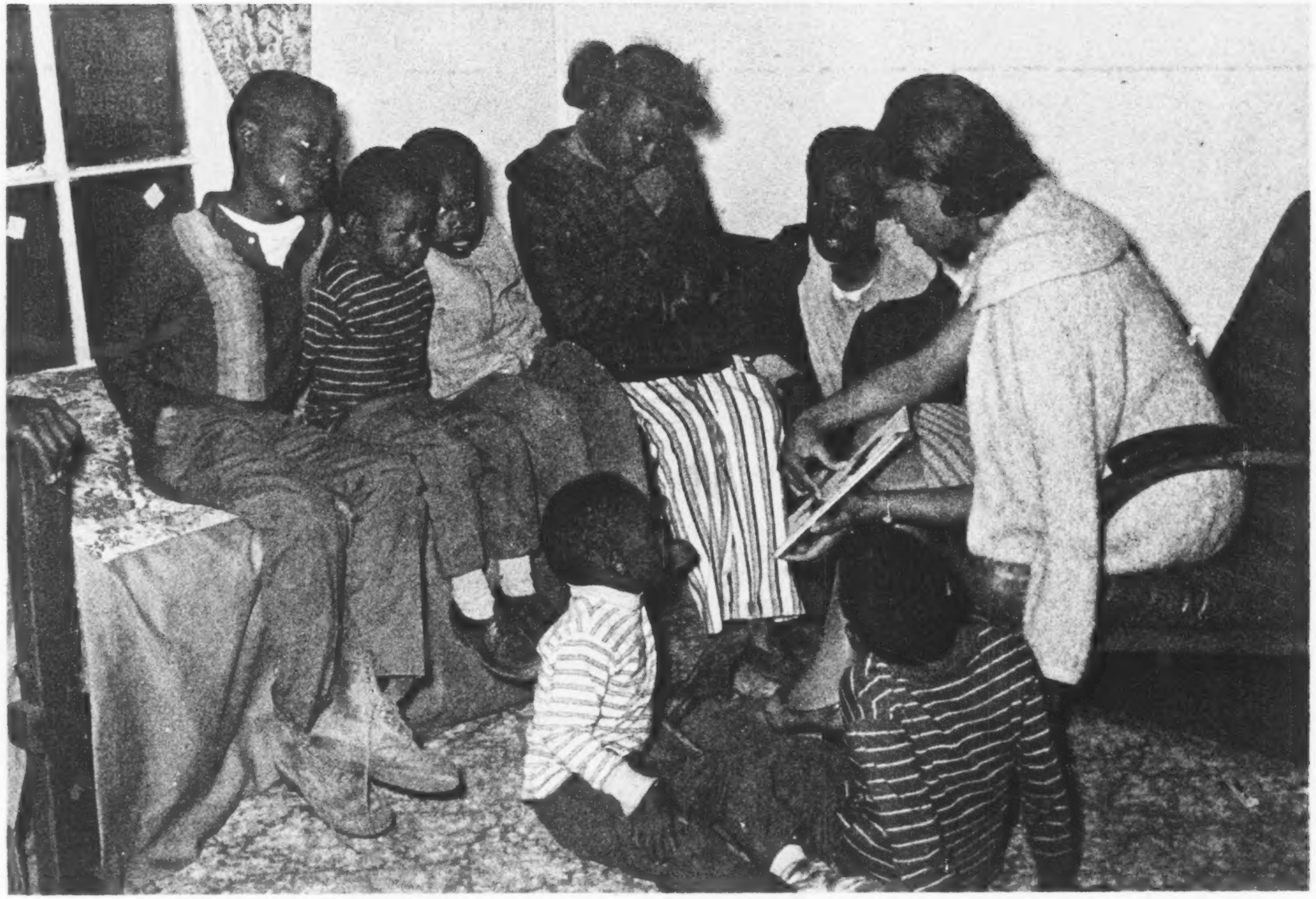

Fig. 9.--Administrative Coordinator Working with a Group of Children in a Story-telling Session

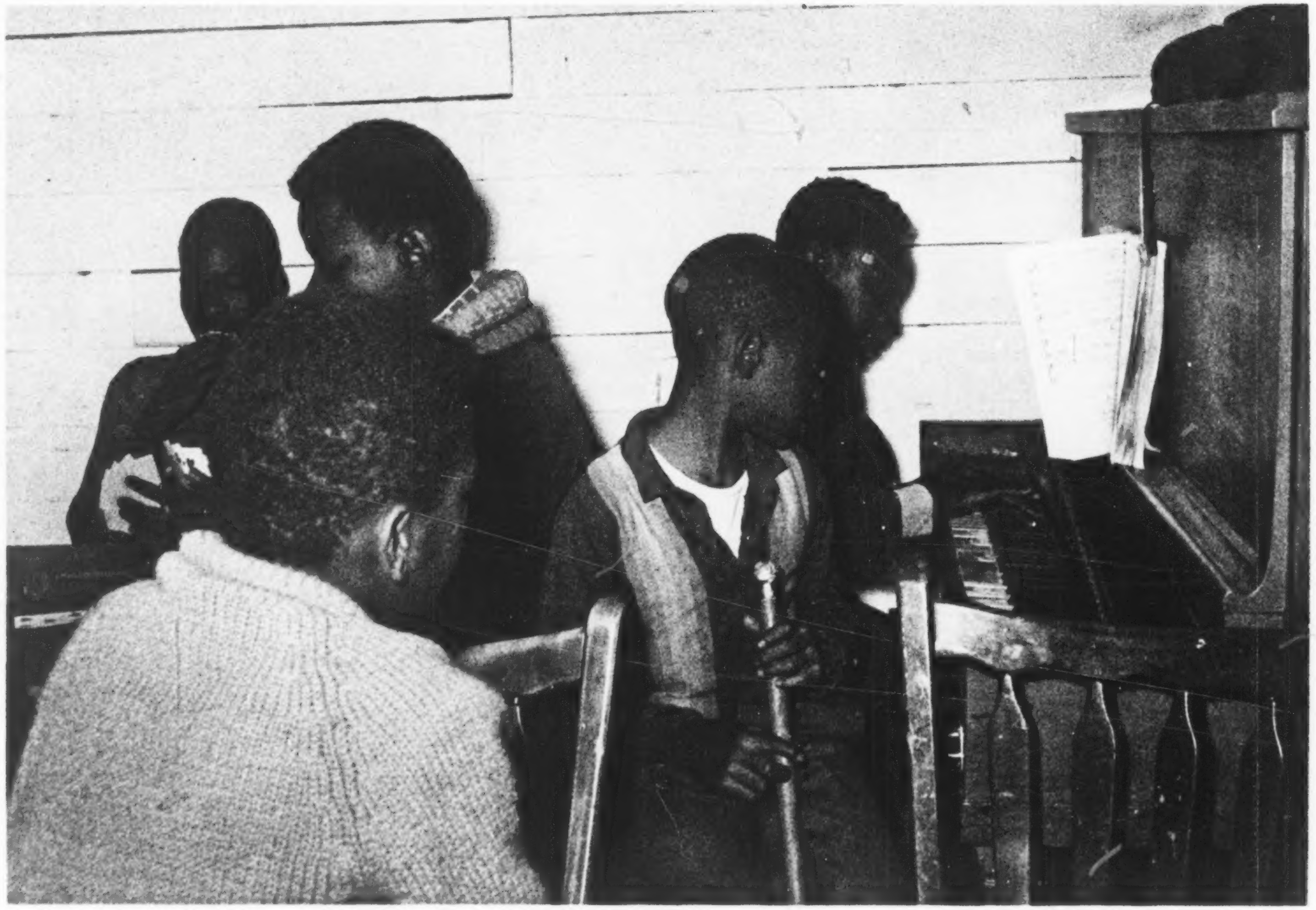

Fig. 10.--Groups of Children at the Community Center Looking for Interesting Activities to Do

Clothing and Textiles

The specific objectives for the area of clothing and textiles were as follows:

1. Recognize that making garments can be creative, fun and economical.
2. Be able to select, use and care for some sewing equipment.
3. Be able to perform basic construction processes.
4. Be able to make simple clothing alterations.
5. Develop some understanding of the physical characteristics of textiles related to clothing.
6. Be able to understand the care of textiles.
7. Understand the factors involved in making clothing decisions.
8. Recognize the resources available for meeting clothing needs.
9. Develop increased ability to wisely select ready-made garments.
10. Understand and apply the principles of wardrobe planning.
11. Understand shopping techniques and ethics.

12. Be able to select ready-made clothing and accessories in keeping with individual needs and family income.

Each of these objectives has been accomplished at least in part. Maximum achievement has been experienced in the sewing area. This seemed to be the area in which the participants were most interested, willing and eager to work. This interest may be accounted for by the fact that in sewing the end product is tangible. The articles produced have varied from curtains and basic skirts to tailored suits.

A great deal has been learned about making home furnishings and clothing, about repairing clothing, about making new garments from old ones, but most importantly, the participants have learned to work together. They seem to have developed some self confidence and have taken pride in what they have made. They have learned to read some of the instructions and symbols on the patterns. Many, for the first time, have experienced the satisfaction of following through on a project from beginning to end.

According to the administrative coordinator the outcomes of the sewing classes have been:

1. Twenty-two women participated in the sewing class and have learned basic construction.
2. Fifty new garments for family members were constructed by homemakers.
3. Seven learned to mend and repair garments.
4. Several household items were constructed including lint brushes, pot holders, dish towels and pin cushions.
5. One homemaker improved her storage for clothing.
6. Homemakers learned to shop for ready-made garments, fabrics and to value learned skills in sewing.
7. Four homemakers learned to make new garments from out-of-style garments.
8. All homemakers participating in clothing and textile sessions purchased fabric when income permitted.

The other area in which they have shown much interest has been in the Charm Classes. These were taught by the part-time instructor in Clothing and Textiles who also teaches charm schools for local department stores. Basically these have been personal improvement classes in which adults and teenagers alike have participated. They have learned about good posture, sitting, standing and walking correctly, modeling routines, personal grooming, figure analysis, et cetera.

As a part of the program of the Charm Classes, Mrs. Flora McGhee, a successful Negro model and director of the Flora McGhee Charm School in Birmingham, Alabama, was invited to speak with the residents of Soul City and to give demonstrations of make-up application and hair styling.

The importance of a person's manner of dress in relaying a personality image was brought out in the showing and narration of two filmstrips used in a visit from Miss Libby Harrison, field home economist with the J. C. Penney Company, New York City. Titles of the filmstrips used were "Awareness: Insight Into People" and "Clothing Communicates."

Progress in this area also can be easily evaluated because again these are tangible results. In general, the participants have improved their posture, their sitting, standing, and walking. However, the most important aspects of this evaluation are not easily noticed. These are intangibles, such as self confidence and pride. In the beginning, the lack of these characteristics was evident. Few members of these classes would look up when someone spoke to them. Many slumped terribly in their chairs, walked with their heads down, and in general, projected a very low feeling of self worth. When one's feeling of self worth is improved, her relationship with her husband, children, and friends can also improve. Her chances of getting and holding a job will generally be better and her inward motivation is likely to improve.

A girl's dress and a boy's shirt were made from old clothing, used in a demonstration and then donated to the community.

Motivational techniques used included demonstrations, posters, bulletin boards, films and filmstrips, and clippings of success stories of blacks.

Most of the work done in this area was on an individual basis. Individual attention was possible because of an abundance of volunteer help. In Figure 11 a University

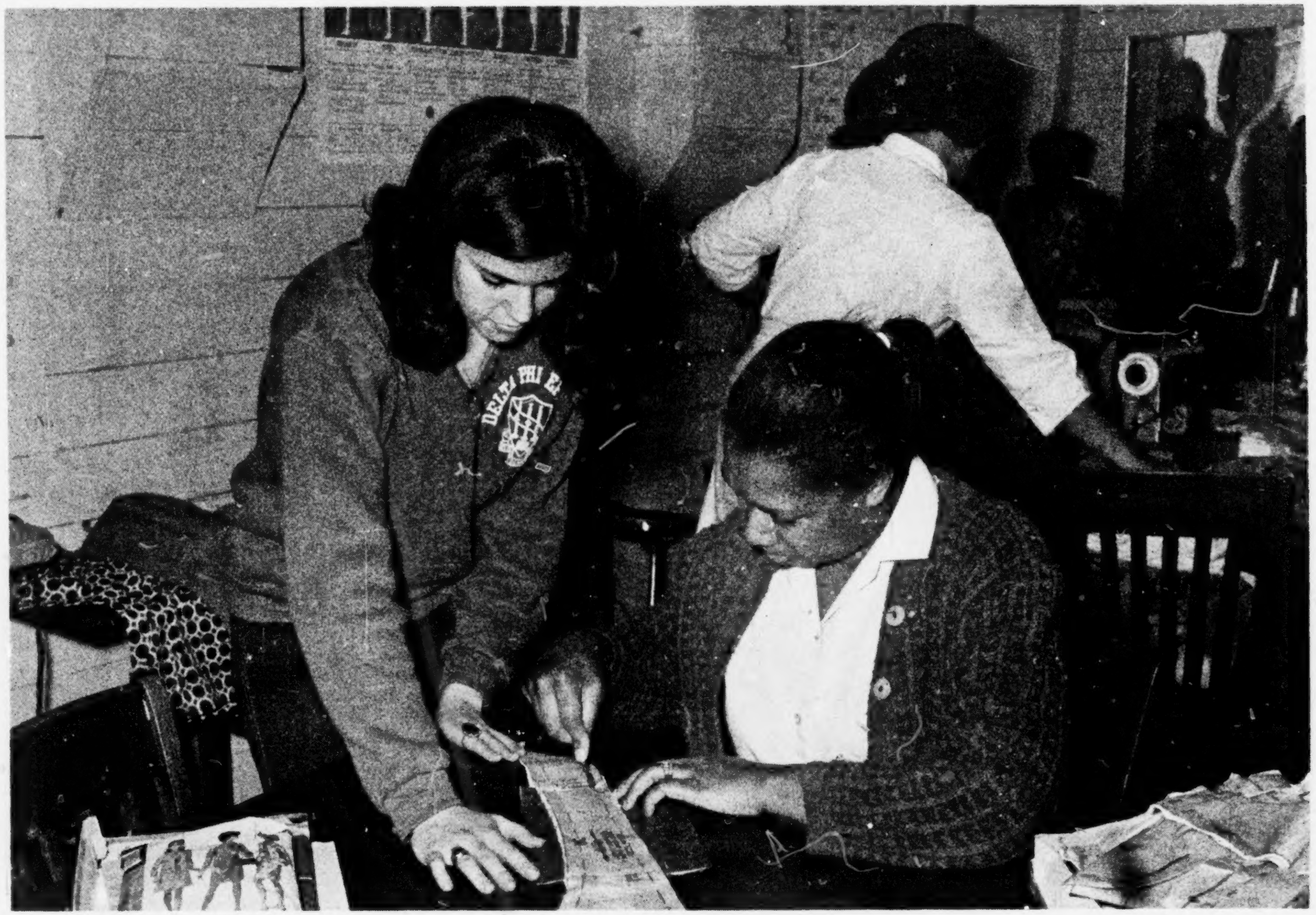

Fig. 11.--University of Alabama Student Assists a Homemaker with Pattern Markings

of Alabama student assists a homemaker with pattern markings. A total of 22 students from the Clothing and Textile Department worked a minimum of 10 hours each from October, 1969 until May, 1970. This has contributed greatly toward motivating the residents to engage in the program.

Shown in Figure 12 is a homemaker at the sewing machine where she is being assisted by the administrative coordinator.

Health, Safety and Sanitation

The specific objectives in this area were:

1. Help homemakers improve their health, the health of their family, and the health and safety of their home.
2. Promote health and healthful conditions in the community.

A community-wide campaign was conducted in order to encourage healthful conditions in the community. Some parents and older children were involved in helping to print slogans to distribute throughout the community encouraging and reminding people to make use of the drums for refuse.

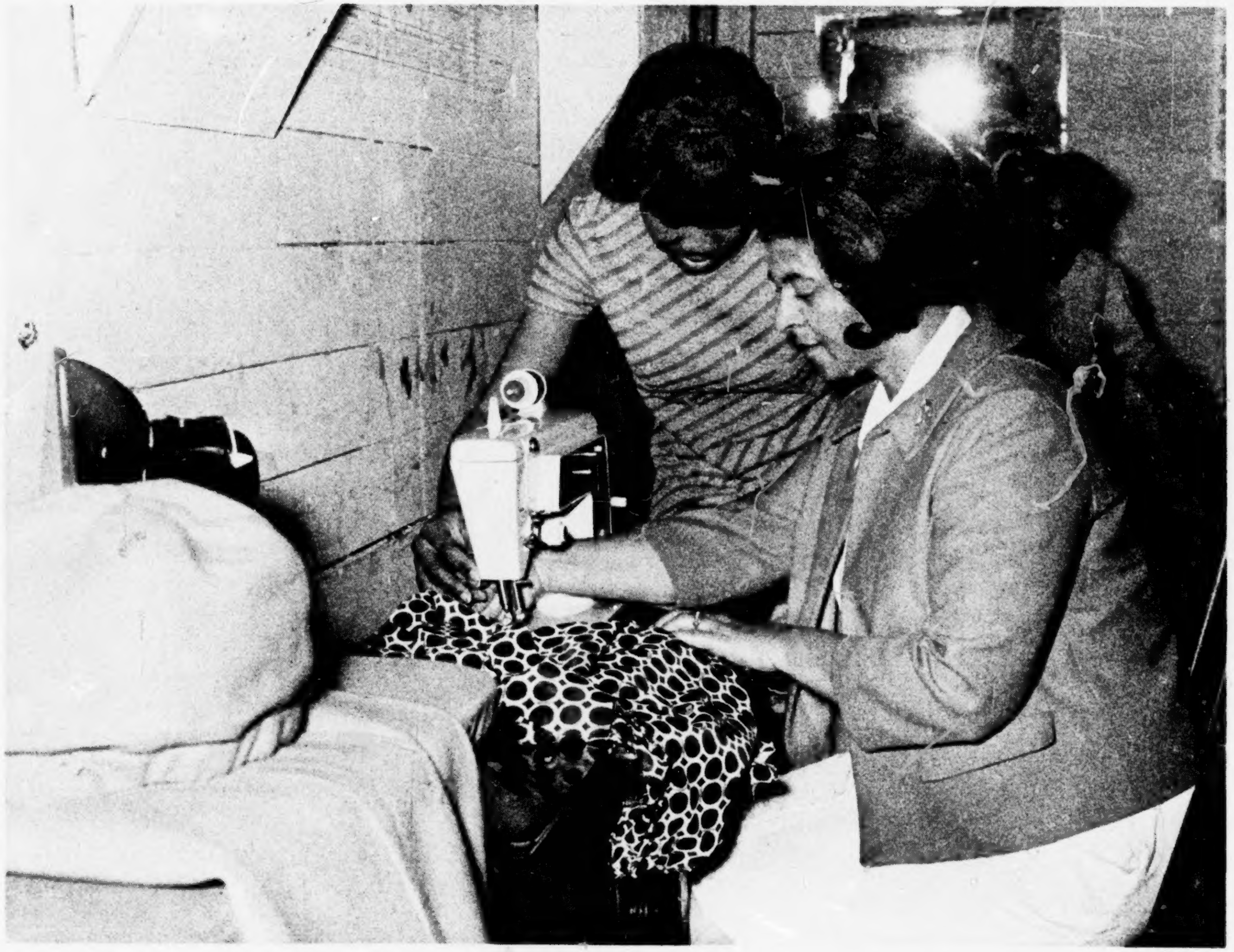

Fig. 12.--A Homemaker at the Sewing Machine Assisted
by the Administrative Coordinator

(See Figure 13.) As a result of the campaign, homemakers demonstrated interest to a greater degree than previously in keeping yards in their immediate areas cleaned and in burning trash in metal containers.

Homemakers were encouraged to use disinfectants in the toilets and to clean the area with germ-killing solutions daily. This was most important since families must share toilet facilities.

Mothers were encouraged to take their children and babies to the County Health Clinic at regular intervals for childhood immunizations, dental care and other preventive services.

When one lady in the community reported for a physical examination she told of suspected "bad blood" by several persons in the area. This prompted a visit by the public health doctor who made blood tests for venereal disease detection.

Many people in every walk of life, when faced with seemingly insurmountable problems, have turned for relief to alcohol. The people in poverty's pocket are no different. Many of the residents of Soul City have tried to find relief

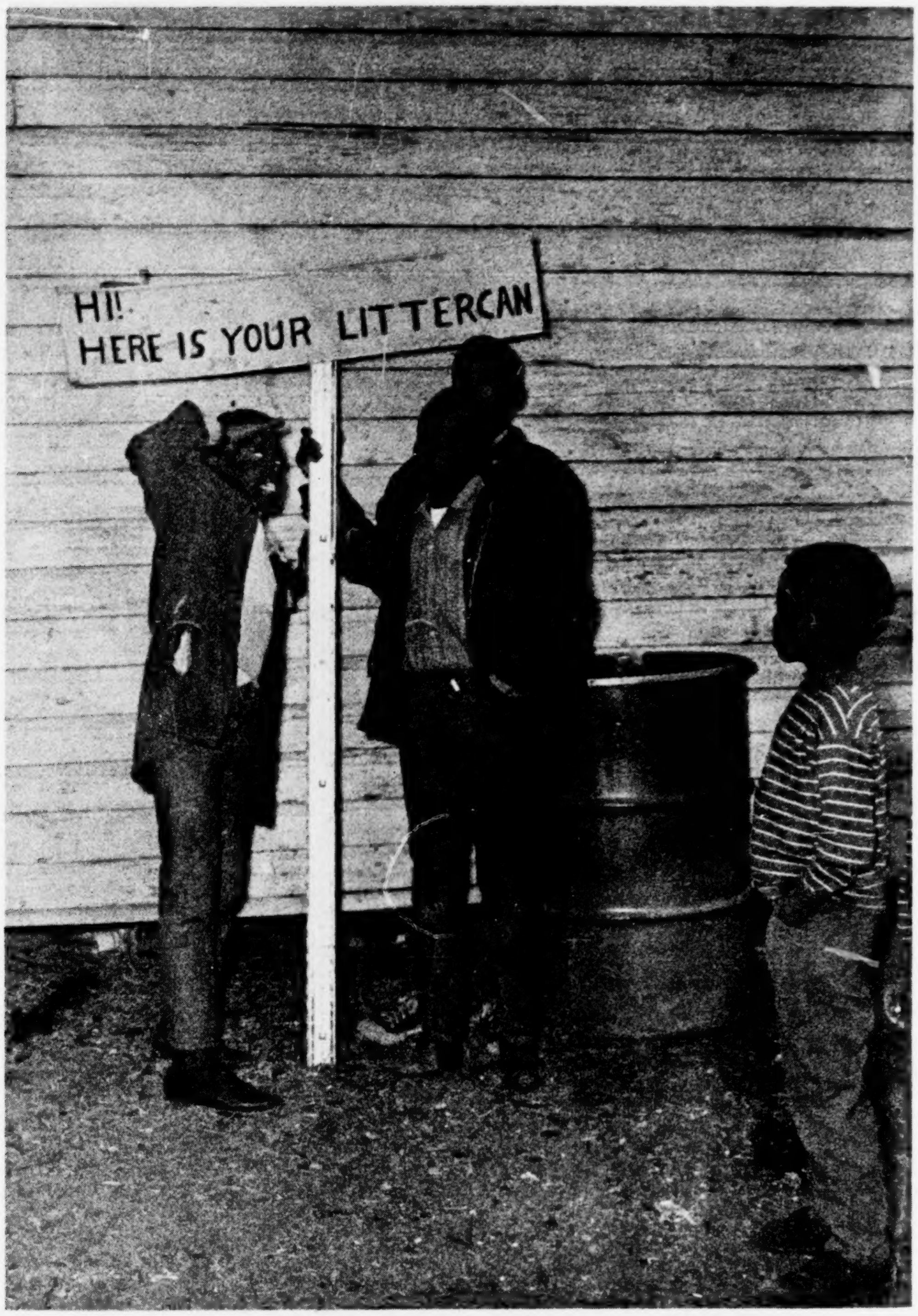
HI!
HERE IS YOUR LITTERCAN

Fig. 13.--Community-wide Clean-up Campaign

from the despair of their situation through alcohol. Persons who are known to consume high contents of alcohol are encouraged to attend the meetings of Alcoholics Anonymous. Working with these residents are the administrative coordinator and a community worker from the Tuscaloosa Opportunity Program. Seven have attended regularly.

Many of the homes in the community had no garbage cans for refuse. Large cans were collected and provided, which eliminated the dumping of refuse near the railroads.

Because of the high rate of roaches, mice, and rats, families have been encouraged to avoid leaving food open and convenient for such pests. The Health and Sanitation Department was consulted in order to make arrangements to exterminate the rats. They explained that the owner would need to be responsible for any expense incurred for extermination.

In May, the County Health Nurse met with mothers and girls to discuss "facts of life." A later session was planned for meeting with the girls in order to clear up any questions they might have had.

Participation by School of Social Work

Some of the School of Social Work students assisted in the community survey during Phase I of the project. They have worked with children and youth in recreational activities. Some helped with a tutoring service for the school age children. Fourteen students were involved in September, October, November and December. Six worked in the community in February. None have assisted since February. No report of the work or evaluation is on file at the present.

Cooperation of Agencies and Organizations

Several agencies have been represented on the Advisory Committee and were referred to earlier in the report.

Merchants in the area have donated many materials to further the efforts being made in Soul City. For example, a local grocer donated 12 dozen eggs for an Easter Egg Hunt. Others have donated rugs, paint, patterns, lumber, sand, supplies, et cetera.

An Alabama Power Company representative worked with the adult basic education class for men on an elementary electricity course. All learned to read meters, make simple electrical repairs on lamps and some small appliances.

The Tuscaloosa County Cooperative Extension Service has supplied two nutrition aides who have worked with a food and nutrition class.

The Tuscaloosa Opportunity Program has acted in an advisory capacity to the project. They have worked in the community in the following ways: referred residents of the area to the Department of Pensions and Security and Social Security, involved alcoholics and their families in Alcoholics Anonymous and Alcoholics Anonymous programs, secured Y.M.C.A. memberships for some of the people in the community, worked with recreation programs, helped organize a Girl Scout Group, cooperated with the Cooperative Extension Service in forming food and nutrition classes, and encouraged food stamp participation. They have secured employment for some residents and helped others upgrade their employment. They encouraged residents to register and to vote in the recent elections. They have worked with some residents to get better housing, worked with the Tuscaloosa County Health Department in home nursing and cooperated with them in a tuberculosis detection program.

Other agencies and organizations providing assistance when needed were American Red Cross, County Health Department and its Health Clinic, the Food Stamp Program, Health and Sanitation Department, City Recreation Board, Neighborhood Youth Corps, Tuscaloosa County Department of Pensions and Security, Salvation Army and the Tuscaloosa Religious Service.

Volunteer Service

Students of the University of Alabama, other than home economics and social work, have contributed many hours of volunteer help, as well as sponsoring social occasions for the youth groups, donating materials and equipment and tutoring services.

Faculty and staff at the University of Alabama who were not directly associated with the project have become interested in the work and contributed materials, equipment, books and magazines for the Center Library, and time to assist with programs.

A number of Tuscaloosa area residents have contributed materials, fabrics, small equipment and skill.

Participation of Soul City Residents

Table 5 records the involvement of adults in Soul City in some of the activities and programs. Enrollment in the homemaking programs reached its peak in January; however, attendance was highest during September and October. The Adult Basic Education class remained stable in both enrollment and attendance during Phase I, but has decreased during Phase III. Neighborhood meetings were best attended during March when an increase in rent occurred. All adults have visited the Community Center at some time during the year.

Activities for Children and Youth

References have been made throughout the report to ways in which children and youth have been served. Much time and energy have been spent by students and the Community Center staff in providing activities for the children because of the lack of play areas and facilities in the community and to provide baby sitting services for the homemakers who participated in project activities. There is need for more supervised play and recreation for all age groups.

TABLE 5

INVOLVEMENT OF ADULT RESIDENTS OF SOUL CITY IN PROGRAMS AND ACTIVITIES

Programs and Activities	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Homemaking Programs									
Enrollment	35	35	39	42	44	42	42	42	42
Attendance	25	25	13	13	15	15	13	13	16
Basic Education Class									
Enrollment	16	16	17	17	17	11	11	11	11
Attendance	16	16	14	14	1	2	3	3	3
Neighborhood Meetings									
Attendance	30	21	15	10	6	17	50	37	5

The Neighborhood Meetings

The purpose of the neighborhood meetings was to provide the residents an opportunity to discuss problems in the community and participate in decisions which would solve the problems and/or improve the situation. It was hoped that through these meetings the people would become more civic minded and interested in improving their standards of living and participating in the larger community. The meetings have usually been well attended and many persons have voiced opinions on the issues being considered.

Publications at Soul City

One of the techniques used to inform residents about the programs and activities at the Community Center and to motivate them to participate was the Soul City Bulletin. Examples of these and other announcement sheets appear in Appendix J.

Use of Consultants with Project

From the outset of the project it was recognized that key personnel in adult education of the underprivileged should be brought in to work with the Soul City project staff and volunteers. It was also believed important to provide the services of professional home economists who were especially skilled in working with low-income people.

In January, Mrs. Camille Jeffers, Director of the Model Cities District Office of the Child Service and Family Center in Atlanta, Georgia, visited the Soul City project for two days. She observed the work and activities at the Community Center and was available for conferences with staff members and the Advisory Committee. Key personnel from throughout Alabama along with the Advisory Committee and staff were invited to a seminar at which Mrs. Jeffers spoke on "Hunger, Hustlin' and Homemaking." See Appendix K for a copy of the invitation to the seminar and a copy of the address of Mrs. Jeffers.

In February, Dr. Walter L. Thomas, Director of Research and Development, W. Clement Stone Enterprises, Incorporated, Chicago, came to the project for two days of consultative help. He, too, was available for conferences with staff and committee members and volunteers. Again, key personnel from throughout Alabama joined members of the project staff and Advisory Committee for a seminar on "Value Orientations of Low Income Families." Appendix K contains copies of the invitation and speech.

Summary of Evaluation Team Reports

In order to bring more objectivity into the evaluation of the Soul City project, a team of evaluators was invited to spend a day in the Soul City community. They were asked to observe the program and activities underway, inspect the case record files, talk with Advisory Committee members, discuss the project with the Community Center staff, meet and talk with community residents, and then write a report of their observations and present recommendations concerning the project. (See Appendix L for an example of the letter of invitation and list of the evaluation team members.)

In general, the various members of the evaluation team stated that the project had experienced some measure of success, and were generally optimistic about the future of the project. It was observed that some objectives had met with more success than others.

A major concern was the dilapidated condition of the buildings in which the residents of Soul City live. It has been noted that four structures have been demolished to make way for a new luxury apartment building. One evaluator, in talking with residents, noted much concern about how soon other residents might be asked to move. (The owner has assured the project director that there will be no further construction for at least 14 months and more likely 18 months.) It was suggested that this uncertainty creates problems for the residents in that they cannot afford to move and that no one seems to know where the residents can relocate. There is a shortage of low-income housing in Tuscaloosa.

Attention was called to the fact that children in Soul City have benefited from the program of the Community Center. They have been provided a limited amount of supervised play, opportunity to see cartoons, sewing lessons, books to read, et cetera. Through efforts of the Neighborhood Group Officers, the administrative coordinator and the community workers with Tuscaloosa Opportunity Program, two family units have been donated by the owner, rent free, to be used as a Scout room and one as a model apartment. Children's groups meet in the model apartment.

The reports recognized the low educational level of the residents and commented on the declining interest in the

Adult Basic Education class for men. One evaluator suggested that this phase of the project had been adversely affected by failure to develop "a model for the aggressive method of achieving individual involvement" which was one of the goals of the project. The drop in attendance seemed to coincide with the dates when the administrative coordinator had to discontinue going into the community just before each class to urge attendance.

Another evaluator stated, however, that some men are reluctant to participate in the project activities and programs because of fear of loss of welfare assistance checks. In contrast to this attitude is that of one man in his fifties who has attended each meeting of the ABE class and has learned to read and write. He gained enough self confidence to accept chairmanship of the Neighborhood Group and to represent the Neighborhood Group at the Tuscaloosa Human Relations Council.

Most of the evaluators took note of the problem of alcohol consumption and complimented the efforts of the Community Center staff and Tuscaloosa Opportunity Program workers for the encouragement they have given these residents to attend Alcoholics Anonymous.

Records and reports on file at the Community Center Office gave evidence to the evaluators of the high rate of participation by adult women in the homemaking skills program. The evaluation team reported that many different methods had been used to help motivate the women of the community to become involved in the program activities of the Center. The administrative coordinator and students of the University of Alabama were commended for their "imaginative efforts directed toward the achievement of this particular phase of the project."

One evaluator expressed particular interest in the chart kept on the wall of the Community Center Office. Each family unit is located on the area map and as the family has made improvements in their homes these are designated on the map by different colored stars. Recognition on the chart or map is received for washing windows, adding a floor covering, painting, adding curtains, making improvements in kitchen storage and others.

Another evaluator was greatly impressed with the number and variety of activities that the administrative coordinator had provided for the different age groups in the community and of the practicality of her efforts. She was impressed with the garments being produced by the women and teenage girls in the sewing classes, by the curtains for windows and some for privacy in the living quarters, and by the storage facilities constructed from grape, orange and apple crates.

Attention was called in the various reports to the efforts made to involve other agencies and organizations in the solution of residents' problems. (Many examples have been given throughout this report regarding such efforts.)

As a whole, the evaluation team expressed the opinion that the Community Center had indeed become a Center for the benefit of the community. It was estimated by the team that approximately 25 per cent of the residents participate in Center activities regularly and only four adult women never come at all. Attendance is highest when activities and programs are planned to meet current problems of the residents. Some progress has been made in helping the people of the community become aware of some of the community resources which are available to them. One example was that of the 13 residents who have qualified for the food stamp program.

It was the opinion of one evaluator that "little or no gain has been made to date in the development of leadership within the membership of the community" to enable them to continue the Community Center program without the staff. This goal of the project can be achieved only through a greater involvement of the residents in the actual operation of the Center program; i.e., electing a member(s) to serve on the Advisory Committee, participating in the planning and decision-making activities regarding use of the Center, its equipment and supplies, participating in the actual work of the Center (as, for example, working on a committee responsible for developing, publishing and circulating the monthly bulletin, planning and promoting the social events and other activities, preparing refreshments, et cetera).

An evaluator commented that "it appears that a full assessment of the needs of the community and of the individuals within the community has not been made. Some effort is being made in this area through the use of the weekly Neighborhood Meetings and through the questionnaire which was completed initially on each family."

Another team member stated "evaluative devices were not developed as was planned initially and there appears to have been no on-going evaluation of the progress of each individual participating and of the community as a whole. This is regrettable since the evaluation process is needed to assess the value of methods, procedures, focus, et cetera, so that efforts can be redirected when indicated. Better record keeping is needed to provide a basis for evaluation."

Still another evaluator, however, commented that "the files of the Center are well-organized and informative, detailing the dates of attendance, work done at the Center, and giving family background."

There was agreement that the accomplishments of Soul City cannot be listed on graphs and charts, that a list of the traffic through the Center would not be beneficial, and that there are no hard, cold facts to evaluate the success of such a project. The success will be residual and not immediately apparent. It was suggested that perhaps it is reflected presently in the bright faces of the children who flock to the Center; perhaps in the new-found delight of an elderly woman in wearing an attractive garment made by herself; or perhaps it is only in meeting with other human beings who share one's hardships--the Center gives them a common ground to share their disappointments and encourages them to help themselves.

It was noted that the Community Center staff was a dedicated one and that the efforts of this one year would be felt for years to come, but that there was a limit to how much could be accomplished in one year.

The Home Economics Extension Service of the University of Alabama was commended for developing and sponsoring the Soul City project, and the Advisory Board members who have served during the year were recognized. Other commendations included: the cooperative working relationships between the project director and the administrative coordinator; the administrative coordinator and staff for the improvements made in the Center; the efforts made to inform the public about the project; the rendering of services by resource people who have visited the project, and the planning of a number of public meetings that were sponsored in relation to Soul City.

Specific recommendations of the evaluation team will be included in the final section of this report.

Achievements in the General Objectives

Through accomplishing the specific objectives in each of the various subject matter areas covered in the project plans, the general objectives have also been accomplished to some degree.

Classes and activities were designed to meet the expressed needs of homemakers. By improving skills in the areas in which the homemakers themselves felt inadequate, feelings of self worth could be elevated. When one feels good about himself, he is in a position to be of some value to someone else; thus, he can be stimulated to more responsible citizenship. The status of many of the homemakers seems to have gone from that of useless, "What's the use" attitude to one of a feeling of being of some worth. That residents have been stimulated toward more responsible citizenship is reflected in the fact that 14 of them registered and voted in the Democratic primary elections in May and June.

Many of the residents have been helped to become more productive members of society. Through the Adult Basic Education Classes, some have been stimulated to further their education. If they can be stimulated to continue in their educational endeavors, the possibilities of gainful employment will be broadened. Others have been encouraged through the programs at the Center to improve their surroundings, and to help themselves to a better way of life through a greater awareness of the principles of management, simple economic principles, and improved homemaking skills.

Through the involvement of various state and local organizations the residents have become more aware of the sources of help available to them. In a community such as this, the development of the leadership necessary to continue such a program on their own is understandably slow. Before the techniques of handling such a program as this can be taught, it is first necessary to develop the understanding on the part of the participants for such a need, and then to create the desire on their part to continue such a program. Through the efforts of the project staff and volunteers for the first year the participants have come to the point of accepting the Community Center as a part of their daily lives and have reached a point of relying on the Center and its programs for the services it offers. It is hoped that through continuation of the project and continued aggressive methods of involving community residents, the participants will eventually be able to direct the program on their own.

Perhaps one of the best methods of judging the value of the project is to be exposed to some of the comments entered in the files of individuals in the Community Center Office.

One woman was heard to say that she "liked to come to the Center because it's a nice place to be."

Many of the homemakers have been trying to keep their houses clean and have been planning budgets. Several of the boys in the project have helped plan some doors for the laundry room and also have raised the cabinet to the height of the sink.

Another woman who became interested in the community meetings accepted the office of secretary of the neighborhood meetings. She approached the owner of the buildings asking for the donation of the apartment to be used by the boys as a "scout room." This same lady also has attended the Bi-Racial Committee Meeting (Tuscaloosa Community Relations Advisory Board), has learned to sew, has made storage cabinets in her home, and has learned new methods of meal preparation, new menus, and new recipes.

Another homemaker has made such progress that now she plans her menus to fulfill her children's special dietary deficiencies; she has recovered her chairs, made curtains, and has now qualified for a loan to purchase a home.

One of the men in the community accepted the position of chairman of the Neighborhood Committee and the Executive Council. He drew up a list of the existing needs in the community and presented them to the Bi-Racial meetings (Tuscaloosa Community Relations Advisory Board).

Another man who had trouble with the problem of alcohol has been attending the meetings of Alcoholics Anonymous, is no longer drinking, is working regularly for the first time and is interested in his work. He has become more interested in his home life and is now in the process of making a table for his home.

Another homemaker was seen reading to her pre-school children. The observer made the comment, "What a change!"

This is felt to be evidence of progress made in the community. There are many small successes, and many more problems yet to solve. Some may never be completely solved.

Another insight into the effectiveness of the project was described by one of the Advisory Committee members who serves as Secretary of the Community Relations Advisory Board. "This Board is appointed by the City Commissioners of Tuscaloosa, to hear grievances from any citizen or groups of citizens and make recommendations to the Commissioners about possible steps to remedy them. At the March meeting two residents of Soul City came to present their complaints about their housing situation, and to ask for help in improving it. A year ago it would have been difficult to imagine such a presentation from residents of an area so isolated and so overwhelmed by almost every social problem imaginable. At this meeting, certain useful information was provided by members of the Board, and arrangements were made for a community meeting at which representatives of the Tuscaloosa Housing Authority and of local real estate men participating in low cost housing programs discussed some of the alternatives available to Soul City residents. One of the Soul City representatives, a man in his fifties who has learned to read and write in the literacy class held at the Community Center, particularly impressed the Board with his leadership potential."

RECOMMENDATIONS AND CONCLUSIONS

As a result of the year's work, the observations and reports of the Evaluation Team, the administrative coordinator of the project, as well as the evaluation by the project director, recommendations are made for operation of the project in its second year.

The Evaluation Team made recommendations concerning the facilities within the geographic area, and others concerning the operation and administration of the project.

Concerning facilities, it was recommended that:

1. An effort be made to get the Center improved to include working toilet facilities for workers in the project.
2. Attention be given to getting toilet facilities provided for all dwellers.
3. An effort be made to get the Center set up as a model for the residents.

In the areas of operation and administration of the project, the recommendations of the Evaluation Team included:

1. An "honest" evaluation should be made in terms of values that have been derived by persons who live in the Soul City area, in terms of:
   a. the homes that have been improved,
   b. the types of improvements that have been made, and
   c. the number of persons who have been motivated to seek a better way of life.
2. Some consideration should be given to the wisdom of sponsoring a project to assist human beings who are living in a substandard area with no type of incentive in the present environment to improve.
3. Consideration should be given to placing special priority on how funds are to be spent in terms of the values to be received.
4. Consideration should be given to employing a more mature person to assist the coordinator to work with families.

5. Consideration should be given to securing a man on a part-time basis to work with the men and boys.
6. Answers should be sought to the following questions:
   a. Are families who live in Soul City receiving the type of incentive and stimulation that they need?
   b. Can these families be helped when there is nothing in the surrounding environment which will provide opportunity for them to choose between what they have now and what may be desirable for them?
   c. Can justification be given for spending a large sum of money with the potential of such meager returns?
7. A social worker should be employed for as much as half-time to work closely with the project director and the administrative coordinator, the individuals in the community and with the community resources, including the County

Department of Pensions and Security and other social agencies.

8. An adequate method for evaluating the project should be established early within the second year of operation.
9. Students from the School of Social Work should be brought back into active participation in the project.
10. The Advisory Committee should meet more frequently and if cooperation, interest and participation is not evident, the member should be replaced.

The administrative coordinator of the project has recommended the following:

1. Provide cabinets for portable sewing machines.
2. Provide three additional gas space heaters for better heating in winter.
3. Purchase new cleaning equipment, i.e., mop, bucket with wringer, et cetera.
4. Install door between office and laundry room to insure privacy of telephone and files.

5. Employ a male to work with the boys in the community.
6. Encourage advisory committee members to visit regularly in the project, so they will become more aware of the program achievements and needs of the people.

Based on the first year of operation, the project director recommends:

1. Closer coordination of the work of the volunteers and part-time professional staff.
2. Better supervision of University of Alabama students who work in the project so that efforts are implementation of project objectives.
3. Training sessions for all who will be associated with the project--these should be held in small groups and as often as needed.
4. Expand staff so that additional professional workers are available in the Community Center during all hours when community residents are free to study and work.
5. Define scope of project in finer detail so that

it is manageable by staff.

6. Broaden the cooperation and support of community organizations.
7. Secure services of a social worker or counseling and guidance personnel to concentrate on community organization and individual and family motivation.
8. Expand physical facilities and add necessary equipment to provide for program expansion.
9. Develop materials which are appropriate for the subject matter areas and the educational levels of the residents.
10. Experiment with various methods, techniques and aids in teaching adults.
11. Increase the community center library materials and services.
12. Experiment with programmed learning devices for individualized instruction.
13. Develop carefully prepared evaluative techniques to be used in continuous evaluation of the project.

14. Develop, in more detail, the "intervention strategy framework" presented in the project refunding proposal.
15. Utilize the Advisory Committee to evaluate progress in Center programs and to better coordinate efforts of volunteers.
16. Resurvey the community residents during August in order to up-date program plans on basis of need.
17. Make a careful study of the cumulative records prepared by project personnel and provide for better organization of effort in obtaining these records.
18. Secure regular reports from staff, students and volunteers, so that progress can be evaluated.
19. Develop testing and other data-gathering instruments appropriate for the educational level of the residents.
20. Determine appropriate statistical methods for interpretation of the data, so that more precise interpretation of findings can be made.

21. Engage in an attempt to devise a method of measuring family change that can be used by research personnel as one evaluation method for experimental projects among low-income, illiterate families.

Summary

No attempt has been made in this report to identify and describe all of the concerns of those working in this project. Those cited seem to be promising examples for adult educators to consider. They are not necessarily the strongest contributions.

Research on motivation in adult education is conspicuously lacking. The small amount of research on methods, techniques and devices used in teaching adults which has been completed in this project seems to coincide with other studies on their effectiveness with other groups.

ED 061490

Soul City Report
October 1970

Special Demonstration Project For Involvement Of Adult Residents Of Soul City, Tuscaloosa, Alabama

Volume II - Supplementary Materials

Continuing Education in Home Economics
University of Alabama
Tuscaloosa, Alabama

II

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Funded under the
Adult Education Act of 1966, as amended,
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Department of Health, Education, and Welfare

VOLUME II

SUPPLEMENTARY MATERIALS

for

SPECIAL DEMONSTRATION PROJECT FOR INVOLVEMENT OF ADULT RESIDENTS OF SOUL CITY, TUSCALOOSA, ALABAMA

Funded under the Adult Education Act of 1966, as amended,
through Grant Number OEG-0-9-102027-4068(324)
for the period June 1, 1969 through July 31, 1970

Submitted to:

Division of Adult Education
United States Office of Education
Department of Health, Education, and Welfare

By

UNIVERSITY OF ALABAMA
University, Alabama 35486

Mary Catherine Beasley, Project Director
October, 1970

APPENDICES TO SOUL CITY REPORT

August, 1970

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APPENDIX A

SUMMARY STATEMENT OF TUSCALOOSA OPPORTUNITY PROGRAM

by Thomas Parnell, TOP Director
November, 1968

In October, 1967, the Tuscaloosa Opportunity Program made its first contact with the people in the 14th Street Area (Buzzard's Roost). This is a one and one-half block poverty target area in the southeast section of Tuscaloosa. There are about 250 residents in this area living in about 62 rental, dilapidated housing units.

Many needs were discovered. Individuals and families were referred to existing agencies in the community such as the Department of Pensions and Securities, Social Security, Rehabilitation, Salvation Army, Religious Services, Psychology Clinic and Speech and Hearing Center of the University of Alabama. But, perhaps the most appalling need was the complete lack of total life education. The people we encountered were completely ignorant in terms of family management as relevant to meeting minimal needs with limited resources.

All families, as was indicated above, were below the poverty level as established by the Office of Economic Opportunity. Both parents in most cases were needed to be employed, when employment was available, to earn a meager existence. This meant that the children often did not receive the kinds of experiences that our culture feels are so important. The family seemed unable to cope with the distance between their needs and their resources. For instance, many would spend the money unwisely, often purchasing food at a higher price at a small corner store. They would also purchase other household items such as clothing and furniture from situations often having strings attached. They would buy furniture from a salesman who stood good to the store owner when the customer's credit rating was unacceptable. Other needs that we discovered were knowledge as to how to prepare their food in such a manner as to get the most nutrition from their family food dollar; nor could they prepare it in an attractive manner so as to compensate for its inherent shortcomings.

We also discovered ignorance in terms of academics. We wanted to do something about this. We discovered that the local high school had an adult basic education program but these people in the 14th Street Area who were in need of adult basic education were not taking advantage of it. We wondered why they did not take advantage of this program. They did not seem to be able to see the usefulness of school for them, although their difficulties in life were tied so directly to their lack of education. Through many staffings on this subject at TOP, we came to the feeling that the Adult Basic Education Program in the school was avoided by the 14th Street Area people for such reasons as:

1. Lack of transportation to the centralized program.
2. Too far removed from environment and community.
3. Too abstract as opposed to their concrete world.
4. The school atmosphere had already rejected these individuals or the individuals had rejected the schools.

A further outcome of the staffings was the feeling that the ABE Program could better serve these individuals by being physically present in the community and using concrete experiences and situations to effect abstract concepts. It seemed to us that this program should be reality-oriented and be concerned with the here and now in order to help these individuals meet immediate needs.

It would also be helpful if family centered recreation activities were provided to bring the family together in playful and positive activities. Secondly, family and vocational counseling should be provided to help the family unit understand the situation in which they are existing. Thirdly, home management should be provided with particular emphasis upon what to purchase, how to avoid impulsive buying, how to plan a budget and help the family in terms of their feelings about what they would like to have and what they can afford. Fourthly, remedial education classes should be provided for children. Fifthly, day care experiences need to be provided for preschool children.

Finally, but perhaps the most important, adult education needs to be provided in a concrete atmosphere so that adults may become better able to find and function in better paying jobs so that the cycle of poverty may be broken.

APPENDIX B

QUESTIONNAIRE

(An interview schedule used by Administrative Coordinator at Soul City Project to determine homemakers' needs)

1. Who is head of the household?
   Woman_____ Man_____ Age_____ Grade Completed_____

2. Where are you employed?
   _______________ Occupation_______________
   Kind of Job_______________

3. What is your income?
   Weekly________ Bi-Weekly________ Monthly________

4. Do you receive assistance? Yes________ No________
   If yes, what kind and how much?__________________________
   Aid to Dependent Children__________________________

5. Do you buy Food Stamps? Yes________ No________
   If no, why not?__________________________
   If yes, how often do you purchase these stamps?___________

6. How often do you purchase groceries?
   Weekly_____ Bi-Weekly_____ Monthly_____ Daily_____

7. Where do you shop for groceries?__________________________
   Why?__________________________
   Have you shopped at other nearby stores?_______________
   If so, where?_______________ Why?_______________

8. Do you take advantage of food sales? Yes_____ No_____

9. How are you made aware of food sales?
   a. Newspaper_______________
   b. Radio_______________
   c. Television_______________
   d. Salespaper_______________
   e. Sale signs in store windows_____

10. Do you check for weekly sales before buying groceries?
    Yes_____ No_____
    a. Do you take advantage of the sales:
        _____yes, when I have the money
        _____yes, when I have the transportation
        _____no, I only shop at one store because
            _____I know my way around
        _____no, I never have time
        _____no, I use only nearby stores
        _____no, I buy only as I need food

11. Do you have a garden? Yes_____ No_____
    If yes, what do you grow in the garden?

12. Do you preserve any of these foods? Yes_____ No_____
    If yes, how do you preserve these foods?
    a. Freezing_______________
    b. Canning_______________
    c. Drying_______________

13. How do you purchase foods or what forms do you purchase foods?
    a. Fresh_______________
    b. Frozen_______________
    c. Canned_______________
    d. Dried_______________

14. How do you determine the size best for your family?
    a. _____by reading the label for pounds, number of servings
    b. _____by judging size of can
    c. _____by observing size of package or bunch

15. Do you read the label before buying? Yes_____ No_____
    If yes, why?_______________________________________
    a. _____for grade of product
    b. _____for a particular name brand

16. Do you always buy the cheapest canned food? Yes_____
    No_____

17. Do you always compare weights and prices to determine the cheapest product? Yes_____ No_____

18. What kind of bread do you serve for breakfast?
a. Toast_____ b. Biscuits_____ c. Pancakes_____
d. Others (namely)______________________________
Are these made from mixes?______________________________

19. How much flour do you purchase for your family?
a. 10 lbs._____ b. 25 lbs._____ c. 5 lbs._____
d. 2 lbs._____
What kind do you use? Self-rising_____ Plain_____

20 What kind of cereal do you use for breakfast?
a. Rice_____ b. Grits_____ c. Oatmeal_____
d. Ready prepared cereals (corn flakes)____________________
e. Semi-prepared mixes______________________________

21. What kind of meat do you use for breakfast?
a. Bacon_____ b. Sausage_____ c. Others_______________

22. Do you serve eggs for breakfast? Yes_____ No_____

23. What other food do you use for breakfast?
a. Apples_____ b. Oranges_____
c. ____________ d. ____________

24 What do you use as a beverage?
a. Milk_____ b. Cocoa_____ c. Tang_____
d. Others______________________________

25. What juices are family favorites?
a. ____________________ b. ____________________

26. What kind of bread does your family eat most frequently for
________________breakfast
________________dinner
________________lunch

27. What kind of corn meal do you purchase?
a. Plain_____ b. Self-rising_____
c. Corn Meal Mix_____

28. What size package do you purchase?______________________________

29. What other cereal products do you include in your family diet? a. Spaghetti_____ b. Noodles_____
c. Macaroni_____ d. ____________________
How often do you serve them and how do you prepare these cereals?______________________________

30. Does your family drink milk as a beverage?
Yes_____ No_____
If yes, how much fluid milk do you purchase for drinking?______________________________
If no, how do you include milk in your diet?______________
____

31. Do you use milk for cooking? Yes_____ No_____
If so, what food do you use milk in most?_______________
a. Main dishes (casseroles, soups, pies)_______________
b. Breads_____ c. Gravies_____ d. Puddings_____

32. What kind of milk do you purchase? a. Fluid_____
b. Dry_____ c. Evaporated_____ d. Buttermilk_____
Do you purchase and serve cheese? Yes_____ No_____
If so, what type?______________________________
Why serve cheese?______________________________

33. What fruits do you purchase for your family?
a. ____________________ b. ____________________
c. ____________________ d. ____________________
How often do you buy fruits?______________________________

34. What method do you use in judging fresh fruits?__________
____

35. Do you purchase fruit in five pound bags or fruit open for size selection?______________________________

36. Do you use canned fruits? Yes_____ No_____
If so, what kind______________________________

37. What vegetables do you purchase for family consumption?
____
How often do you purchase these vegetables?_______________

38. What leafy vegetables are purchased for the family?
____
a. What is the family's favorite vegetable?__________

39. What kind of salads or raw vegetables do you purchase for
your family?________________________________
What is their favorite?___________________________

40. How do you purchase vegetables? a. Canned_____
b. Frozen_____ c. Dehydrated_____ d. Fresh_____

41. How do you purchase eggs? a. By size_____
b. By grade_____ c. By price_____ d. Others__________

42. How do you serve eggs to the family?_______________

43. Name the meats you buy______________________________
____

44. Which do you buy most often? a. Ham_____
b. Fatback_____ c. Oxtails_____ d. Neckbones_____
e. Fish_____ f. Pork Chops_____ g. Steak_____
h. Liver_____ i. Chicken_____

45. How often do you serve meat?___________________________

46. Do you serve meat substitutes? Yes_____ No_____
a. Macaroni and Cheese_____
b. Scalloped Potatoes and Eggs_____
c. Pork and Beans_____ d. Peanut Butter_____
e. Nuts_____ f. Dry Beans and Peas_____

47. What kind of foods do you think you should purchase for
your family for daily meals?___________________________

48. What kind of foods do you buy for your family meals?______
____

49. What foods do you think children should eat?____________
____

50. What do you consider a balanced meal?____________________

What is the menu you use when you prepare a balanced meal?

51. How do you save money on food purchases?__________________

52. Do you feel that Neckbones contain as many proteins as Pork Chops?____________________________

53. Do you feel the method of cooking food has an effect on the nutrients or food value of the food?__________________
Why?____

54. Would you serve Fatback as a meat dish for your family?
Yes_____ No_____
If yes, how do you prepare it and when would your family usually eat it?________________________________

55. What foods do you purchase for making desserts?___________

56. How often do you serve dessert?_________________________

57. What homemaking skills would you like help with?__________

58. Do you make or buy most of your family clothing?__________
Why?____

59. Do you have a refrigerator? Yes_____ No_____

60. What kind of stove do you use?__________________________

APPENDIX C

SOUL CITY COMMUNITY STAFF

Project Director: Mrs. Mary Catherine Beasley

Present Position: Director, Continuing Education in Home Economics, and Associate Professor, School of Home Economics, University of Alabama

Date of Birth: November 29, 1922

Place of Birth: Portersville, Alabama

Education:

B.S. in Home Economics, Major in General Home Economics, Minors in General Science and English, Bob Jones University, 1944.

M.S. in Home Economics, Major in Home Economics Education, Minor in Journalism, Pennsylvania State University, 1954.

D.Ed. in Home Economics, Major in Home Economics Education, Minor in Family Economics, Home Management and Housing, Pennsylvania State University, 1968.

Additional Study at Alabama College, SS 1944; University of Tennessee, SS 1948; and University of Alabama, 1951, SS 1963, SS 1964.

Employment:

High School teaching positions in vocational home economics and related subjects, Alabama, 1944 to 1951.

Supervisor, Home Management Residence, University of Alabama, 1951.

Assistant Supervisor and Subject Matter Specialist, State Department of Education, Montgomery, Alabama, 1951-1957.

Homemaking Teacher, Homewood Junior High School, Birmingham, Alabama, 1958-1960.

Teacher Educator in Home Economics and Director of Home Management Residence, Samford University, Birmingham, Alabama, 1960-1962.

Assistant Professor, School of Home Economics, University of Alabama, 1962-1968.

Director of Continuing Education in Home Economics and Associate Professor, School of Home Economics, University of Alabama, 1968-present.

Professional Activities:

American Home Economics Association--Member of the National Consumer Credit in Family Financial Management Conference, Madison, Wisconsin, 1967.

Alabama Home Economics Association--Member of Public Relations Committee, 1969-70; Consumer Interests Chairman, 1967-1969; Chairman, Consumer Credit in Family Financial Management Conference, University of Alabama, 1968; Program Chairman, College and University Section, 1968; Member of the Executive Board, 1953-1957 and 1959-1970; Councilor, 1963-1965; President, 1961-1963; Vice President and President-elect, 1960-1961; Chairman of Secondary, Elementary and Adult Section, 1953-1955; Chairman of Family Economics and Home Management Section, 1955-1957; Chairman of the Program of Work Committee, 1960-1961; Member of the Finance Committee, 1959-1961; Advisor to College Chapter Section, 1960-1961; Member of the Committee on History of AHEA, 1963- ; Chairman of Officers Handbook Committee, 1960-1961; Member of Nominating Committee, 1968-1969, 1969-1970; Member of Committee for Revision of Officers Handbook, 1969-1970.

Other--Treasurer, Alpha Delta Kappa Epsilon, 1968-1970; Faculty Advisor for Alpha Lambda Delta at University of Alabama, 1963-1964; Faculty Advisor, Agnes Ellen Harris Home Economics Club, University of Alabama, 1962-1964; Faculty Advisor, Eta Epsilon, Samford University, 1962; Member, State Convention Program Committee, Alabama Council on Family Relations, 1968-1969; University Representative to the Alabama Advisory Committee on

Children and Youth, 1968-; Elected Member, University Council, University of Alabama, 1966-1967; Advisor, Alabama Association on Children Under Six, 1968-1969 and 1969-1970; Member of Board of Directors and Executive Committee, Alabama Consumers Association, Inc., 1968-1969, 1969-1970; Chairman, Education Committee, Alabama Consumers Association, 1969- ; Founder and Sponsor of Statewide Youth Section of the State Advisory Committee on Children and Youth, 1969-1970.

American Home Economics Association
Alabama Home Economics Association
American Association of University Professors
National Council on Family Relations
Alabama Council on Family Relations
Alabama Consumers Association, Inc.
Alpha Delta Kappa
Omicron Nu
Phi Upsilon Omicron
Pi Lambda Theta
Honorary Member of the Alabama Association, Future Homemakers of America since 1965.

Publications:

Proceedings for School Lunch Supervisors Conference, 1970
Proceedings for Governor's Conference on Children and Youth, 1970
Consumer Affairs Conference Proceedings, 1969
Consumer Credit in Family Financial Management
Conference Proceedings, 1968
Handbook--Illustrations of Evaluation from Selected Theses at the Pennsylvania State University (with Lucille W. Campbell, Margaret A. Hoggart, Corlene R. Hillman, Jacque R. Seigler, and Hazel M. Hatcher), 1965 (Mimeographed)
Handbook for Officers of the Alabama Home Economics Association (Chairman of Committee), 1962
"News of Recent Research in Home Equipment," Viewpoint University of Alabama, School of Home Economics, Vol. II, No. 1, 1963.
Editor of Vocational Homemaking Bulletin, State Department of Education, 1954-1956
Editor of The Homemaker, Newsletter of the Alabama Association, Future Homemakers of America, 1951-1956

Administrative Coordinator: Miss Ora Lee Brown

Present Position: Administrative Coordinator, Soul City Research Project, Division of Continuing Education, University of Alabama

Education:

B.S. in Home Economics Education, Alabama A and M University, Normal, Alabama, 1961.

Currently a graduate student in General Home Economics at the University of Alabama (has completed 12 hours and is currently taking 6 hours).

Employment:

Vocational Home Economics Teacher, West Highland High School, Fayette, Alabama, 1961-1969.

Nursery School Student Assistant, Alabama A and M University, 1958-1959.

Recreation Director, Tuscaloosa City Board of Recreation, Summer, 1963.

Professional Memberships:

National Education Association
American Vocational Association
Alabama Vocational Association
American Home Economics Association
Alabama Home Economics Association
State and Local Classroom Teachers Association

Secretary: Miss Carolyn Pitts

Present Position: Secretary I, Soul City Research Project, Division of Continuing Education, University of Alabama

Education:

B.S. in Business Administration, Stillman College, Tuscaloosa, Alabama, 1965.

Employment:

High School teacher of Business subjects, West Highland High School, Fayette, Alabama, 1965-1966, 1968-1969.

Professional Memberships:

National Education Association
State and Local Classroom Teachers Association

Part-time Instructor: Mrs. Mary Avis Todd

Present Position: Associate Professor, School of Social Work, University of Alabama

Education:

B.A., University of South Dakota (cum laude), 1929.

M.A., University of Illinois, Social Science, Education, Economics, Sociology, 1944.

M.S.W., University of Illinois (with highest honors), 1947.

School of Law, University of Illinois, Part-time, 1947.

School of Labor Relations, University of Illinois, Part-time, 1946, 1947.

Advanced Psychiatric Program, University of Pittsburgh, 1951-52 (Dean's Certificate in Advanced Psychiatric Social Work, June, 1952).

University of Wisconsin, 1953, Courses in Business Administration and Public Relations.

Institute on Audio-Visual Aids, Fordham University School of Social Work, August, 1959.

Center for Training in Community Psychiatry, Berkeley, California, Spring Semester, 1964, Course Research in Community Psychiatry and Community Organization for Mental Health.

Employment:

Special Field Representative, Mid-Western Area, American Red Cross, St. Louis, Missouri, August, 1939-November, 1939.

Executive Secretary, American Red Cross, Reno County Chapter, Hutchinson, Kansas, January, 1940-July, 1942.

Field Director, Naval Air Station Hospital, Hutchinson, Kansas, July, 1942-June, 1944.

Staff Aide, Case Work Assistant, Case Worker, Director and Supervisor, U.S.O.--Traveler's Aid, Champaign, Illinois, July, 1944-September, 1947.

Assistant Executive Director, Wyandotte County Community Chest and Social Welfare Planning Council, Kansas City, Kansas, September, 1947-June, 1949.

Director of Social Services, University of Kansas, Medical Center; Assistant Professor, School of Medicine, University of Kansas Medical Center; Instructor, School of Public Health, University of Kansas Medical Center.

Assistant Professor, Director of Field Work, University of Wisconsin, Madison, Wisconsin, September, 1952-June, 1955.

Adoption's Caseworker, Children's Service Society, Madison, Wisconsin, June, 1952-September, 1953.

Psychiatric Caseworker and Supervisor, Milwaukee County Hospital, Diagnostic Unit, June, 1954-September, 1954 and June, 1955-September, 1955.

Lecturer in Casework and Human Growth and Development, University of Pittsburgh Graduate School of Social Work, September, 1955-July, 1956.

Associate Professor, Florida State University School of Social Welfare and Child Development Unit, August, 1956-August, 1957.

Assistant Visiting Professor, University of Pittsburgh Graduate School of Social Work, September, 1957-June, 1960.

Director, Proposed Mental Health Clinic, Pittsburgh, Pennsylvania, June, 1960-January, 1961.

Field Consultant, National Travelers Aid Association, Region VI, January, 1961-March, 1962.

Executive Director, San Francisco Travelers Aid, Lecturer and Supervisor, University of California, San Francisco College, University of San Francisco, March, 1962-April, 1967.

Associate Professor, University of Alabama, School of Social Work (graduate and undergraduate), April, 1967- .

Professional Activities:

Chairman of Social Work Practice, National Association of Social Workers; Member of Nominating Committee, National Association of Social Workers; Member of University Extension Committee; Member of University Audio-Visual Aids Committee; Consultant to Veterans Administration; Consultant to Job Corps; Member of Executive Committee, Alabama Chapter, National Association of Social Workers; National Board Member, Social Work Vocational Bureau.

Council on Social Work Education
National Association of Social Workers
Alabama Chapter, National Association of Social Workers
National Conference of Social Welfare
Social Work Vocational Bureau
Alabama Conference of Social Work
Founder and Officer of Citizens for Juvenile Justice, San Francisco.

Publications:

Editor, Kansas Conference of Social Work Proceedings, 1959 and 1950.
Articles, Kansas Welfare Digest, 1949-1950
Community Chest and Councils, Community Health and Welfare Services, Bulletin No. 149, Expenditures Study
Thesis Publications: University of Illinois Library
1. "Dynamic Study of a Mid-Western Village," June, 1940.
2. "Care of Children in Greece Through UNRRA," June, 1947.

Proceedings, Biennial Faculty Alumnae Conference, University of Pittsburgh, pp. 37-38.
"An Instrument for the Identification of the Components in the Casework Process," University of Pittsburgh, 1958.

"Follow-up Study of Community Survey of 1956," Welfare Planning Association, Kansas City, Kansas, 1949 (Mimeographed Manuscript).

"A Study of Casework Services to the Families of the Mentally Ill Patient," University of Pittsburgh, School of Social Work Library, 1952 (Mimeographed Manuscript).

Analysis of Casework Families of Asthmatic Children. Purpose: To work with both parents of asthmatic children and to formulate family profile.

Part-time Instructor: Mrs. Dorothy Burns

Present Position: Temporary Part-time Instructor, School of Home Economics, University of Alabama

Education:

B.S. in Home Economics, Major in Home Economics Education, Alabama College.

M.Ed. in Home Economics Education, University of Alabama, 1966.

Employment:

Vocational Home Economics Teacher in Alabama schools for several years.

Supervising Teacher in Home Economics, Tuscaloosa High School for several years.

Part-time Instructor, School of Home Economics, University of Alabama, 1966, 1968-1969, 1969-70.

Professional Activities:

Faculty Advisor to local chapters of the Alabama Association, Future Homemakers of Alabama for several years.

Participant in Consumer Education Workshop directed by Dr. Troelstrop at Mississippi State College for Women, SS 1969.

Coordinator, Consumer Education Workshop for High School Home Economics Teachers, January 24, 1970, University of Alabama.

American Home Economics Association
Alabama Home Economics Association
Junior Welfare Association

Part-time Instructor: Mrs. Harriet Cabell

Present Position: Instructor, School of Home Economics, University of Alabama

Date of Birth: July 30, 1931

Education:

B.A., College of William and Mary, 1953.

M.A., Major in Speech Therapy, University of Alabama, 1954; 12 hours of Special Education, University of Alabama, 1966; 6 hours of Human Development, University of Alabama, 1968.

Employment:

Actress in "Common Glory," Williamsburg, Virginia, 1951-1952.

Eighth-Grade Teacher, Greenville Junior High School, Greenville, South Carolina.

Speech, Drama and English Teacher, Tuscaloosa High School, 1954-1955.

Private speech teacher, 1956.

Head Start Consultant, University of Alabama, 1967, and Tuscaloosa City Schools, 1968.

Speech Therapist, Director and head teacher of Tuscaloosa Opportunity School, United Fund Agency, Tuscaloosa, 1965-1968.

Temporary Instructor, School of Home Economics, University of Alabama, 1968-1969, 1969-1970.

Professional Activities:

Consultant to Tuscaloosa OEA
ARC State Convention, 1965

Workshop on Alabama Association on Children Under Six, 1966, 1967, 1968, 1969, 1970
Conference on Mental Health for Young Children, 1966
Alabama Education Association, 1967
Southern Association on Children Under Six, 1968
Conference on Recreation for the Mentally Retarded, 1967
Newsletter Editor for Alabama Association on Children Under Six, 1968-1969, 1969-1970

Member, Alabama Association on Children Under Six
Council for Exceptional Children
Alabama Association for Retarded Children
Tuscaloosa Community Council
Junior Welfare Association
Phi Beta Kappa

Part-time Instructor: Mrs. Wilma S. Greene

Present Position: Assistant Professor, School of Home Economics, University of Alabama

Education:

B.S. in Home Economics Education, Minor in Sociology, University of Alabama, 1959.

M.S. in Home Economics, Major in Clothing and Textiles, Minor in Education, University of Alabama, 1960; additional 9 hours in Sociology, University of Alabama.

Employment:

Instructor and Assistant Professor, School of Home Economics, University of Alabama, 1960- .

Professional Activities:

Graduate Scholarship--Avondale Mills, 1959-1960
Sponsor, Fashion, Inc., University of Alabama
Program Chairman, College and University Section, Alabama Home Economics Association, 1963

American Home Economics Association
Alabama Home Economics Association
American Association of University Professors

Alabama Association of University Professors
Alpha Delta Kappa

Publications:

Bulletin for the National Institute of Dry Cleaning, "Press-on Binding."

Part-time Instructor: Miss Ernestine Jackson

Present Position: Assistant Professor, School of Home Economics, University of Alabama

Education:

B.S. in Home Economics, Major in Foods, Nutrition, and Institution Management, University of Georgia, 1947.

M.S. in Home Economics, Major in Foods and Nutrition, Minor in Education, University of Alabama, 1964.

Employment:

Therapeutic Dietitian, Midway Hospital, St. Paul, Minnesota, 1948.

Administrative Dietitian, Mobile Infirmary, Mobile, Alabama, 1949-1962.

Instructor and Assistant Professor, School of Home Economics, University of Alabama, 1964- .

Professional Activities:

Past President, Alabama Dietetics Association
American Dietetic Association
Alabama Dietetic Association
Tuscaloosa Dietetic Association
American Home Economics Association
Alabama Home Economics Association
Southeastern Hospital Conference for Dietitians
Southeastern Region Conference of College Teachers of Foods and Nutrition
Phi Upsilon Omicron

Publications:

Basic Nutrition Instructors Guide, State Department of Education, Florida, 1969.
Two hospital diet manuals.
Newspaper articles.

Part-time Instructor: Mrs. Emily Jo Strong

Present Position: Instructor, School of Home Economics, University of Alabama

Education:

B.S. in Psychology, University of Texas, Minor in Sociology, 1934.

M.S. in Sociology, University of Alabama, 1966.

Fellowship to George Williams College to Study Group Work, 1938-1939.

Employment:

Girl Scout Council Field Director, Austin, Texas, 1938-1939.

Girl Scout District Advisor, Tombigbee Girl Scout Council, 1950-1952 and 1955-1962.

Recreation Director for Older People's Recreation Program, 1952-1955.

Instructor, School of Home Economics, University of Alabama, 1965- .

Professional Activities:

American Home Economics Association
Alabama Home Economics Association
Southeastern Association on Marriage and Family
Southern Association on Children Under Six
Sociology Honorary Fraternity

Research: Study of Drop-Outs among Freshmen, 1964-1965.
Homogamy and Complementarity Versus Random Selection as Predictors of Compatibility, 1967.

Study of 229 Married Student Couples, 1967.
Children of Interfaith Marriage on Campus, in progress.
Male and Female Responses to Terman Scale, 1936 Compared to 1967, in progress.

Adult Basic Education Teacher: Mrs. Marian Bryant

Present Position: Special Education Teacher, Riverside High School, Tuscaloosa, and ABE Teacher in Soul City Research Project, University of Alabama

Education:

B.S. in Home Economics Education, Alabama A and M College, Normal, Alabama, 1964.

Currently a graduate student in Special Education at the University of Alabama.

Employment:

2 years of High School Teaching as a Home Economics Teacher.

Special Education Teacher, Riverside High School, Tuscaloosa, Alabama.

Professional Memberships:

National Education Association
Alabama State Teachers Association
State and Local Classroom Teachers Association

Custodial Assistant: Mrs. Bertha Bates

Present Position: University of Alabama Employee (40 hours per week) and Custodial Assistant, Soul City Community Center (11 hours per week)

Date of Birth: January 5, 1933

Place of Birth: Perry County, Alabama

Education: Completed tenth grade.

Laundry Assistant: Miss Rosia Tucker

Present Position: Laundry Assistant, Soul City Community Center (4 - 5 hours per week)

Date of Birth: July 12, 1951

Place of Birth: Tuscaloosa, Alabama

Education: Completed eleventh grade.

APPENDIX D

CONTENT OF ADULT BASIC EDUCATION CLASSES
SOUL CITY COMMUNITY CENTER

General Course Outline Beginning Level

I. Arithmetic

  A. The addition and subtraction skills
    1. Working with 2's, 3's, 4's, and 5's
    2. The meaning of numbers
  B. Extending the study of numbers
    1. Addition
    2. Borrowing in subtraction
    3. Learning to work with dollars and cents
    4. Column work
    5. Multiplication

II. Reading

  A. Developing oral language abilities
    1. Saying words clearly
    2. Discussing pictures in readers
    3. Discussing neighborhood activities
    4. General oral communication
  B. Reading skills
    1. Matching identical words and phrases
    2. Finding words in sentences
    3. Reading short stories
    4. Reading about people we know
    5. Matching words
  C. Writing skills
    1. Helping ourselves
    2. Keeping letters on the writing line
    3. Writing manuscript letters
    4. Writing cursive letters
    5. Copy sentences
    6. Writing one's name, address, and age

Appendix D

General Course Outline Intermediate Level

I. Arithmetic

- A. Vocabulary and symbols of arithmetic
  1. Addition
  2. Subtraction
  3. Multiplication
  4. Division
  5. Fractions
- B. Learning the correct process
  1. What is wanted
  2. Given facts
  3. Solving the problem
  4. Checking your work
- C. Working with numbers
  1. Whole numbers
     - a. Subtraction
     - b. Addition
     - c. Multiplication
     - d. Division
  2. Working with fractions and mixed numbers
     - a. Dividing fractions
     - b. Simple fractions
     - c. Decimals
- D. Developing one's mentality for numbers
  1. Mental shortcuts
  2. Thinking power
  3. Progress with mental work

II. Reading

- A. Reading comprehension
  1. Reading checkup (self-rating)
  2. Literal meaning
  3. Checking for stated meaning
  4. Checking for implied meaning
  5. Advertisements
- B. Skimming (speeding up reading)
  1. Reading by groups
  2. Checking columns
  3. Spot reading for information
  4. Finding written directions
  5. Reading bulletin boards

C. Vocabulary building and enjoyment
  1. Synonyms
  2. Autonyms
  3. Anecdotes
  4. Short stories

Resources Used in Adult Basic Education Class

Books Used with Beginning Level:

Alives, Fertsch, Matthys, The Modern Practice Book in Arithmetic, Book 4.

Kreitlow, Steps to Learning, Book 1.

Books Used with Intermediate Level:

Shea, James T., Working with Numbers, Book 7.

Kyles, My Fraction Book, Book 1.

Schachter--Whelan, Activities for Reading Improvement.

Kreitlow, Steps to Learning, Book 2.

Books Used for General Information:

Crothers, American History.

King--King, Famous Negro Americans.

Goble, You and Your Money.

Shea, Basic Essentials of Mathematics.

Knott, They Work and Serve.

Hoff, Holidays and History.

Materials Used by Both Levels:

1. Posters
2. Charts
3. Filmstrips
4. Electricity resource individuals

APPENDIX E

SPECIAL EXPERIMENTAL DEMONSTRATION PROJECT FOR INVOLVEMENT OF ADULT RESIDENTS OF SOUL CITY, TUSCALOOSA, ALABAMA

July, 1969

This project was designed to develop ways of reaching illiterate women and motivating them toward adult basic education goals through programs that support and strengthen family life.

Objectives

The project is directed toward:

1. Using the expressed interest of Soul City homemakers in improving their homemaking skills to stimulate assumption of responsibilities of citizenship and to encourage individual participation in adult basic education programs.
2. Developing models for the aggressive method of achieving individual involvement for the purpose of motivating the program participant toward responsible social and vocational goals. These models should be of special value to others developing programs for persons with basic educational deficiencies because of the cooperative approach and the focus on development of the illiterate woman's skill in homemaking tasks.
3. Reinforcing the community members in their daily lives, as well as helping them to become productive members of society.
4. Creating an awareness of the sources of help available to them and stimulating interest in and development of leadership which would enable them to continue the community center programs in an imaginative, progressive and responsible manner.

5. Reaching, on an adult level, the inner-city's most underprivileged socio-economic class.

Needs of People:

1. Raise the economic level of the families in the community.
2. Improve mental and physical health of residents of the community.
3. Establish a functioning community system.
4. Increase the knowledge of the residents in all areas of daily living.
5. Provide motivation to secure residents' cooperation in the Community Center programs.
6. Provide experiences which encourage participants to explore and better manage the resources available to them.
7. Investigate job opportunities for teenagers of the community.
8. Arrange opportunities for parents to socialize with others.
9. Plan learning experiences which strengthen family life in the community.
10. Raise the educational level of the residents through Adult Basic Education classes.
11. Increase the homemaker's skill in caring for her family and home through individual and group instruction at the Community Center.
12. Locate volunteers to supervise play and recreation for children and youth.
13. Work with residents to help them develop self-discipline.

Appendix E

Additional Overall Objectives:

1. Enable the residents to vocalize their needs for adult education.
2. Aid the homemakers in seeking new avenues of involvement with outside resources in the solution of their problems.

Objectives for School of Social Work Participation:

1. Create through programs a climate of acceptability as part of community members.
2. Assist with assessment of needs of community and individuals.
3. Contribute to accumulation of background information on community and individual families.
4. Develop a model for the aggressive method of achieving individual involvement.
5. Assist in motivating the residents to participate in the Community Center program.
6. Help develop evaluative devices to be used in the Center program and work.
7. Assist in the continuous evaluation of the progress of individuals and community.

Objectives in Home Management, Family Economics, Housing and Equipment:

1. Provide opportunities for learning ways to get more and better satisfaction for the time, energy, and money at their disposal.
2. Develop the skill of getting fair value for dollars spent in order to help protect their incomes.
3. Help homemakers recognize alternatives where they exist and to help families bring these within reach.

4. Help the people to help themselves develop skills to cope with today's market place; to withstand the pressures of advertising; to learn how to select goods and services; and to understand protection available to them and where to go for help and information.

5. Learn how to operate and take care of home equipment; to understand how to take care of ordinary mechanical and electrical problems with equipment and how to make simple repairs.

Objectives in Clothing and Textiles:

1. Recognize that making garments can be creative, fun and economical.

2. Increase skill in selecting, using and caring for sewing equipment.

3. Develop skill in performing basic construction processes.

4. Learn to make simple clothing alterations.

5. Develop some understanding of the physical characteristics of textiles related to clothing.

6. Attain some understanding of the care of textiles.

7. Understand the factors involved in making clothing decisions.

8. Recognize the resources available for meeting clothing needs.

9. Develop increased ability to select ready-made garments.

10. Understand shopping techniques and ethics.

11. Understand and apply the principles of wardrobe planning.

12. Learn to select ready-made clothing and accessories in keeping with individual needs and family income.

Objectives in Foods and Nutrition:

1. Learn the importance of proper nutrition.

2. Learn how to save money on food purchases.

3. Help families become aware of and make use of available food assistance programs.

4. Help families make the best use of the less expensive foods of nutritive value.

5. Emphasize increased consumption of milk and milk products, fruits and vegetables to help increase the nutritive quality of the diets, especially with regard to calcium, vitamin A and ascorbic acid.

Objectives in Human Development and Family Life:

1. Learn how to nourish the curiosity of our children and how to give them encouraging attention even while doing something else.

2. Help families see their problems in perspective and be able to deal with them more effectively.

3. Understand the meaning of child care and guidance.

4. Develop some understanding of the principles and methods of caring for and guiding children at their different developmental levels.

5. Understand the relationship of the family and the community.

6. Understand the legal responsibilities of families.

Appendix E

Objectives in Health, Safety and Sanitation:

1. Help homemakers improve their health, the health of their families, the health and safety of their homes.

2. Promote health and healthful conditions in the community.

ACTIVITIES AND LEARNING EXPERIENCES TO MEET OBJECTIVES

July, 1969

Overall Program:

1. Involve some adult residents on the Advisory Committee to get expression of the needs and wants of the group as to subject matter to be taught.

2. Secure two Adult Basic Education teachers to offer classwork in basic communication skills, etc.

3. Involve students from the School of Social Work in developing a model for the aggressive method of achieving individual involvement.

4. Use School of Social Work students, program coordinator and TOP's community workers to motivate residents to participate in the Community Center program.

5. Coordinator will offer individual and group instruction in cooking, sewing, child care, housekeeping, etc. She will coordinate volunteer workers who assist in this teaching.

6. Supervised play will be provided for children not in school, while their mothers attend classes or work individually at the Center.

7. An after-school program of supervised play and recreation will be provided through students in the School of Home Economics and the School of Social Work. Other volunteers will be used as needed.

8. Cooperate with community meetings to help develop community leadership and to determine needs of people.

9. A case record file will be developed. All who work with families or individuals will contribute to these as they work with the people.

10. Curriculum kits will be developed at the Center so that when residents desire study in a particular subject matter area, materials will be available for use.

11. Family centered recreational activities will be sponsored. (Contacts are being made to involve the Department of Health, Physical Education and Recreation in this effort.)

12. Family and vocational counseling will be provided to help the family understand the situation in which they exist. (Contacts are being made with the Family Counseling Service of Tuscaloosa County and with the Counseling and Guidance Department of the College of Education.)

13. Use an Advisory Council to help tailor programs to meet residents needs; to help evaluate and judge quality of programs; and to help revise and modify plans to fit needs.

14. Prepare a card file on agencies in Tuscaloosa City and County that provide services to families.

15. Subscribe to local newspaper. Keep a file of newspaper articles, advertisements, want ads, magazine articles, television and radio programs and advertisements as sources of information. Use these to help make homemakers aware of the educational possibility of these communication medias.

16. Develop a card file of jobs the residents are interested in. List qualifications and training necessary. Include other pertinent information, such as where training is available and who the contact person is, where jobs are located, what the duties are, the usual hours of work, length of training required, beginning salary and fringe benefits of job.

APPENDIX F

OBSERVATION GUIDELINES FOR HOME MANAGEMENT STUDENTS
UNIVERSITY OF ALABAMA

HMH-M3

Observation No._____

Professional________

1. Mother

   a. marital status (single, divorced, separated, married, widow)

   b. age__________ (20-29; 30-39; 40-49; 50-59; over 60)

   c. education____

   d. race_________________ e. ethnic group_______________

   f. language_____________ g. religion__________________

   h. occupation____
   income, if employed___________________________________

   i. organizations (social, civic, church, other)__________
   ____

   j. other information:

2. Father

   a. age__________ (20-29; 30-39; 40-49; 50-59; over 60)

   b. education____

c. occupation____
income, if employed______________________________
stability of employment__________________________

d. other information:

3. Children

a. ages of boys___________ b. ages of girls___________

c. number of children living at home__________

d. other information:

4. Others living in the household_____________________________

____

5. Income

a. total income__________

b. sources of income and material support (wages, salary, welfare, surplus foods, donated clothing, other)

____

6. Mobility

a. lived in Tuscaloosa County __________(years, months)
if less than 10 years, prior location________________

b. lived at present address__________(years, months)
if less than 10 years, prior residence_______________

7. Type of House

   a. single dwelling or multiple-family dwelling__________

   b. rent, owner, government housing, other______________

   c. small, medium-sized, large living quarters___________

   d. approximate age of house: new, old________________

   e. type of building material__________________________

   f. other information:

8. External Appearance of House

   a. type of street: paved, gravel, dirt________________

   b. size of yard: small, medium-sized, large____________

   c. condition of yard: plantings, trees, neat, barren, litter____

   d. adjacent property: residential, factory, railroad, business, other____________________________________

9. Interior Appearance of Dwelling

   a. type of floor: dirt, rug, hard covering, other_______

   b. number of bedrooms:_________

   c. plumbing____

   d. facilities for heating or cooling____________________

   e. television, radio, telephone, newspapers, magazines, books, other:____

10. MANAGERIAL CONCERNS:

APPENDIX G

SUBJECT MATTER OUTLINES PREPARED AND USED BY ADMINISTRATIVE COORDINATOR

Home Management, Family Economics, Housing and Equipment

I. More Satisfaction for Time

- A. Planning Time
  - 1. Budget time
    - a. List jobs
    - b. Length of time
    - c. Job for everybody
  - 2. Order of work
    - a. Important job
    - b. Least important
- B. Energy Management
  - 1. Ways of working
    - a. Improving ways
    - b. Organize activities
    - c. Organize properties
  - 2. Motion management
    - a. Use trays
    - b. Organize storage
- C. Money Management
  - 1. Determine
    - a. Needs
    - b. Wants
    - c. Values
    - d. Goals
  - 2. Family participation
    - a. Known goals
    - b. Influence satisfaction
    - c. Decision making experience

Appendix G

II. Fair Value for Dollars Spent

- A. Meaning of Fair Value
  - 1. Getting fair value
  - 2. Shopping around
- B. Protecting Income
  - 1. Using credit wisely
    - a. Large appliances, furniture
    - b. Avoid impulse buying
    - c. Door-to-door credit
    - d. Use layaways
    - e. Make choices
      - (1) Buymanship information
      - (2) Evaluate advertising
- C. Withstand Pressure of Salesman
  - 1. Know item desired
  - 2. Use shopping list
- D. Consumer Protection and Aid
  - 1. Chamber of Commerce
  - 2. Better Business Bureau
  - 3. Extension Service
  - 4. Newspapers, magazines

III. Buying and Caring for Home Equipment

- A. Buying Equipment
  - 1. Major appliances
    - a. Range
    - b. Refrigerator
      - (1) Construction features
      - (2) Cost
      - (3) Care
  - 2. Small electrical appliances
    - a. Portable mixer
    - b. Standard mixer
      - (1) Construction
      - (2) Cost
      - (3) Care
  - 3. Household utensils
    - a. Top of range
      - (1) Design
      - (2) Material
      - (3) Cost
      - (4) Care

- b. Oven cooking utensils
  - (1) Material
  - (2) Color
  - (3) Care
- 4. Household Tools
  - a. Material
  - b. Design
  - c. Construction
  - d. Cost
- B. Mechanical and Electrical Problems
  - 1. Mechanical problems
    - a. Flush tank
    - b. Stopped-up drain
    - c. Pilot on range
    - d. Adjust a door
  - 2. Electrical problems
    - a. Replace fuse
    - b. Rewire plug
    - c. Repair electric cord

Human Development and Family

I. Nourish the Curiosity of Children

- A. Controlled freedom
- B. Plenty of encouragement
- C. Encouraging remarks
- D. Educational Toys

II. Child Care and Guidance

- A. Child care
  - 1. Concern for
  - 2. Serious attention
  - 3. Thought for
  - 4. Regard for
  - 5. Look out for
- B. Parent care for child
  - 1. Feeling for
  - 2. Affection

- C. Guidance of children
  - 1. Direction
  - 2. Mutual affection
  - 3. Thoughtfulness
  - 4. Approval for task
- D. Guidance different levels
  - 1. Infant care
    - a. Feeding
    - b. Clothing
    - c. Bathing
    - d. Elimination
    - e. Sleep and rest
    - f. Infant play
    - g. Health
  - 2. Toddler
    - a. Learn to walk
    - b. Sleeping habits
    - c. Food
    - d. Play
    - e. Friends
    - f. Accidents
    - g. Toilet training
  - 3. Preschool child
    - a. Physical growth
    - b. Clothing
    - c. Food
    - d. Play materials
    - e. Books
    - f. Music and records
    - g. Social development
    - h. Language and thinking
    - i. Bathroom routines
  - 4. School age child
    - a. Guidance
      - (1) Physical growth and skills
      - (2) Character development
      - (3) Social progress
      - (4) Intellectual growth and activities
      - (5) Wholesome sex attitudes
      - (6) Money managing
      - (7) Hobbies
      - (8) Responsibilities
      - (9) Independence

b. Discipline
    (1) Act as friend
    (2) Express feelings
    (3) Why of behavior
    (4) Avoid comparison
    (5) Avoid arguing
    (6) Avoid guilty feeling
    (7) Establish limits

Clothing and Textiles

I. Making Garments Can be Creative, Fun and Economical

A. Elements of design--creative
    1. Texture
    2. Color
    3. Lines
B. Can be Fun
    1. Selecting becoming designs and fabric
    2. Adding trimmings
C. Can be Economical
    1. Cost of fabric
    2. Price of garments

II. Select, Use, and Care of Equipment

A. Select and care of equipment
B. Cutting tools
C. Measuring tools
D. Sewing tools
E. Pressing tools

III. Construction Processes

A. Preparing fabric to correct grain
B. Fitting pattern
C. Laying pattern
D. Cutting to fit
E. Marking
F. Unit construction
G. Directional stitching
H. Stay-stitching
I. Understitching

- J. Lock stitching
- K. Baste stitching
- L. Hand basting
- M. Clean finishing
- N. Pressing
- O. Seam and seam finishes
- P. Darts, tucks, gathers
- Q. Facings (fitted, bias)
- R. Collars
- S. Skirt band and facings
- T. Joining skirt and bodice
- U. Plackets and zippers
- V. Buttonholes
- W. Sewing on buttons and hooks
- X. Eyes and snaps
- Y. Hems
- Z. Trimming details

IV. Simple Clothing Alterations

- A. Enlarging or decreasing waistline
- B. Shortening skirt or dress
- C. Shortening sleeves
- D. Correcting hems
- E. Adjusting "hand-me-downs" or "sale dresses"

V. Physical Characteristics of Textiles Related to Clothing

- A. Natural Fibers
    - 1. Plants
    - 2. Animals
- B. Manufactured/Man made
- C. Blends and Combinations
- D. Identification of Fibers

VI. Making Clothing Decisions

- A. Consider
    - 1. Needs
    - 2. Occasion
    - 3. Garment suited
    - 4. Cost
    - 5. Wearer
- B. Climate

C. Community
D. Family Circle
E. Activities

VII. Selecting Ready-Made Garments

A. Consider
    1. Design
    2. Color
    3. Fabric
    4. Weave
    5. Quality
    6. Finish
    7. Cost
    8. Construction
    9. Style
    10. Comfort
    11. Suitability
    12. Season
B. Signs of Quality in Ready-Made Garments

VIII. Shopping Techniques and Ethics

A. What to wear
B. Courtesy when shopping

IX. Selecting Accessories in Keeping with Individual and Family Income

A. Accessories and the Wearer
B. Accessories and the Occasion
C. Accessories and the Cost

Foods and Nutrition

I. Nutrition Definition

A. Nutritional Needs
    1. Basic four food groups
    2. Nutrient classes
    3. Meal planning
        a. Making menus

- b. Making market lists
  - (1) Using advertisements
  - (2) Visiting markets
  - (3) Comparing prices
  - (4) Comparing forms
- c. Using recipes
  - (1) How to read
  - (2) How to measure
  - (3) Kind of measuring equipment

II. How to Save Money on Food Purchases

- A. Money to spend per week
  - 1. Advantages of specials
    - a. Newspapers
    - b. Salespapers
    - c. Read labels
      - (1) Number of servings
      - (2) Forms of food
      - (3) Quality and quantity
  - 2. Buying in large quantities
  - 3. Using lower grade of same foods
  - 4. Determine cost per serving
  - 5. Purchasing foods in season
  - 6. Using meats twice per week
- B. Proper Storage
  - 1. Staple foods
  - 2. Fresh foods
  - 3. Frozen foods
- C. Using leftover foods
  - 1. In soups
  - 2. As noon snacks
- D. One meal dishes

III. Food Assistance Program

- A. Food Stamps
  - 1. Door to door canvassing
  - 2. Explained program
  - 3. Aid for family
  - 4. Designed for
    - a. Aid to dependent children
    - b. Old age pensioners
    - c. Low income families

- 5. Issuance of form
- 6. Provided transportation

B. Wise Use of Food Stamps

IV. Emphasized Increased Milk Consumption

A. Using Dry Milk
  - 1. Fluid milk extender
  - 2. To drink
  - 3. Meal preparation

B. Buying Fortified Dry Milk
  - 1. Recommend Carnation
  - 2. Keep supply refrigerated

C. Fruits and vegetables consumption
  - 1. How to buy fruits economically
    - a. Bagged
    - b. Canned
  - 2. Breakfast and snacks
  - 3. Buying fruits and vegetables
    - a. Blemishes
    - b. Bruises
    - c. Wilted

APPENDIX H

SOUL CITY RECIPE BOOKLET

Biscuit Mix

2 Cups Sifted Enriched Flour
4 Teaspoons Baking Powder
1 Teaspoon Salt
4 Tablespoons Shortening

3/4 Cup Milk (fluid)
or
1/3 Cup Milk (dry)
2/3 Cup Water

Sift dry ingredients together. Cut in shortening until about the size of peas. Store mixed dry ingredients in a container with a tight cover or lid. Will remain fresh for several days if stored in a cool dry place. For storage you may use an empty shortening can, coffee can, or a gallon jar. Make as needed by adding amounts of water to make a firm dough or a soft dough for drop biscuits. One recipe will make 16 small biscuits. Bake at 450 degrees F. for 12 minutes.

Pancakes

1 Cup Biscuit Mix
1 Egg
1 Teaspoon Sugar

1 Tablespoon Melted Shortening
2/3 Cup Water

Measure sugar, shortening and water. Mix the sugar, egg and one-half of the water in the biscuit mix and blend well, add remaining water. Heat fry pan, and grease lightly. The pan is hot enough when a drop of water sprinkled on it breaks into bubbles. Pour enough batter, from tip of a large spoon, onto heated fry pan. Bake until puffed up, full of bubbles, and cooked at edges, and then turn and brown on other side. Serve immediately with butter and syrup.

Shortcake

Oven 400 Degrees F.

1 1/3 Cups Biscuit Mix
2 Tablespoons Melted Margarine
1/4 Cup Milk
4 Tablespoons Sugar
1 Egg
1/2 Teaspoon Vanilla
Few Grains Salt

Mix dry ingredients. Mix liquid ingredients. Add liquid to dry ingredients, stir only until mixed, but lumpy. Fill muffin tins 2/3 full. Bake 15 minutes. Let set in pan 1 minute. Remove from pan and cool. Split and serve with fruit and whipped cream or ice cream.

Drop Cookies

2 Cups Biscuit Mix
2/3 Cup Sugar
1/4 Cup Milk
1 Egg
1/2 Teaspoon Vanilla

Turn oven to 375 degrees F. Stir sugar into biscuit mix. Combine milk, beaten egg, and vanilla. Add to mix and stir until well blended. Drop with teaspoon on greased baking sheet 2 inches apart. Bake 10 to 12 minutes. Cool on rack. Makes about 4 dozen.

VARIATION: Before baking (1) garnish each cookie with one-half cherry or dried fruit;
(2) add 1 teaspoon grated orange rind.

Quick Pan Rolls

1 Cup boiling water
1/3 Cup Melted Shortening
2 Teaspoons Salt
1 Tablespoon Sugar
3 1/3 Cups Sifted All-Purpose Flour
2 Cakes of Compressed Yeast or 2 Packages of fast-acting Yeast
1 Egg, well beaten
1/2 Tablespoon Melted Butter or Margarine

Heat 1 cup water to boiling. Add 1/3 cup shortening, 2 teaspoons salt, and 1 tablespoon sugar. Cool to lukewarm. Add crumbled yeast. Beat 1 egg well, and add to this mixture. Sift flour and measure 3 1/2 cups. Gradually add to the yeast mixture, mixing until well blended and soft. Turn on well-floured board and roll to a thickness of 1/2 inch. Place in 12 x 8 inch greased pan. Cut the dough across the pan in 1-inch strips, and then cut through the center. Brush the cut strips with 1/2 tablespoon melted butter or margarine. Cover with a clean tea towel and let rise in a warm place (80° to 85° F.) for 30 minutes. Bake in hot oven (425 degrees F.) for 20 minutes.

Standard Butter Cake

3 Cups Sifted Flour
1 Teaspoon Salt
3 Teaspoons Baking Powder
1 Cup Shortening
2 Cups Sugar
4 Eggs
1 Teaspoon Vanilla
1 Cup of Milk, Cold

STEP 1 Measure three cups sifted flour,
STEP 2 Add one teaspoon salt, three teaspoons baking powder,
STEP 3 Turn oven to 375 degrees F.,
STEP 4 Grease lightly two 8" x 2" cake pans,
STEP 5 Cream one cup shortening, 2 cups sugar, add four eggs, one at a time and one teaspoon vanilla,
STEP 6 Add sifted ingredients and one cup of milk to mix,
STEP 7 Beat for two (2) minutes or 300 strokes, and

Pour the batter into the pans and bake in moderate oven 375 degrees F. for 25 to 40 minutes.

Frost as single cake or layer cake.

Standard Butter Cake

3 Cups Sifted Flour
1 Teaspoon Salt
2 Cups Sugar
3 Teaspoons Baking Powder

1 Cup Shortening
4 Eggs
1 Teaspoon Vanilla
1 Cup Milk, Cold

STEP 1	Measure	cups	sifted flour	
STEP 2	Add	salt	baking powder	
STEP 3	Turn oven to 375 degrees F.			
STEP 4	Grease lightly	dake pan	8"x8"x2"	
STEP 5	Cream	shortening	sugar	
	Add	eggs, one at a time vanilla		
STEP 6	Add sifted	ingredients	milk	

Beat for 2 minutes or 300 strokes. Pour the batter into the pans. Bake in moderate oven 375 degrees F. for 25 to 40 minutes.

Tea Cakes

2 Cups Flour
1 Teaspoon Baking Soda
1/2 Teaspoon Flavoring
1/2 Teaspoon Nutmeg

1/4 Cup Buttermilk
1 Egg
1/2 Cup Butter or Margarine
1 Cup Sugar

Sift flour and measure 2 cups. Measure 1 teaspoon baking soda. Dissolve in 1/4 cup buttermilk. Cream sugar and butter. Add milk mixture, flour, and other ingredients. Mix well--knead. Roll out small amount, about 1/2 inch thick, shape and place on greased baking sheet. Bake for 15 minutes at 375 degrees F. Makes about 24 medium.

Vanilla Cream Pudding

1 Egg
2 Tablespoons Cornstarch
1/4 Cup Sugar
1/2 Teaspoon Salt
2 Cups Milk
1 Tablespoon Margarine or Butter
1 Teaspoon Vanilla

Beat egg well and mix egg with cornstarch, sugar and salt in a heavy sauce pan. Stir in milk. Cook over moderate heat, stirring all the time until mixture thickens. Stir and boil 1 minute more. Remove from heat. Add fat and vanilla and stir until fat melts. Chill. Makes 4 servings.

Doughnuts

1 Cup Boiling Water
1/2 Cup Melted Shortening
2 Teaspoons Salt
1 Tablespoon Sugar
3 1/3 Cups Sifted All-Purpose Flour
2 Cakes of Compressed Yeast or 2 Packages of fast-acting Yeast
1 Egg, well beaten

Heat 1 cup water to boiling. Add 1/2 cup shortening, 2 teaspoons salt, and 1 tablespoon sugar. Cool to lukewarm. Add crumbled yeast. Beat 1 egg well, and add to this mixture. Sift flour and measure 3 1/3 cups. Gradually add to the yeast mixture, mixing until well blended and soft. Turn on well-floured board, knead until smooth and roll to a thickness of 1/2 inch. Cut with doughnut cutter. Place on wax paper, cover with a clean tea towel and let rise in a warm place (80° to 85° F.) for 15 minutes. Heat fat to 350 F. Fry in deep-fat until golden brown. Remove from fat with a slotted spoon or in a frying basket, and drain on clean absorbent paper. Cool slightly, and roll in confectioners' sugar or mix one box of confectioners' sugar with 1/4 cup of water to make a glaze for doughnuts. Dip each doughnut into glaze and place on wax paper to dry. Makes 24 doughnuts.

Chocolate Cornstarch Pudding

2/3 Cup Sugar
4 1/2 Tablespoons Cornstarch or Flour
1/2 Teaspoon Salt
1 Teaspoon Vanilla
3 Squares Unsweetened Chocolate or 5 Tablespoons Cocoa
4 Cups Milk

Put sugar, cornstarch, and salt in top of double boiler, and mix thoroughly. Add unsweetened chocolate cut into several pieces, or cocoa. Stir in milk. Cook over direct heat, stirring constantly, until mixture boils. Place over boiling water in bottom of double boiler. Cover, and cook, stirring once, for 10 minutes. Stir in vanilla. Pour into small molds that have been wet with cold water and drained but not dried. Cool to about room temperature, and place in refrigerator to chill and become firm. Turn out onto individual dishes for serving. Serve with cream and a sprinkling of sugar, or garnish with sweetened whipped cream or flaked coconut. Makes 8 servings.

Soft Custard

6 Eggs, unbeaten
2/3 Cup Sugar
1/2 Teaspoon Salt
4 Cups Milk, scalded
1 Teaspoon Vanilla

Put unbeaten eggs in mixing bowl, and beat until thoroughly blended but not foamy. Stir in sugar, salt, and scalded milk. Pour into top of double boiler, and place over boiling water in bottom part. Reduce heat immediately, and keep water just below simmering. Cook, stirring constantly, until mixture thickens and coats the stirring spoon. Place top of double boiler immediately in cold water, and continue to stir custard until it cools slightly. Stir in vanilla. Pour into serving dish, and chill. Serves 8 to 10.

Tip-Top Tuna Casserole

1/4 Cup Butter or Margarine
1/2 Cup Chopped Onion
1 Cup Chopped Green Pepper (optional)
2 Tablespoons All-Purpose Flour
1 1-lb. 13 oz. Can Tomatoes (3 1/2 C)
1 Tablespoon Worcestershire
1 Teaspoon Dry Mustard (optional)
1/2 Teaspoon Salt
1/2 Teaspoon Sugar
1/4 Teaspoon Pepper
2 6-1/2 or 7-oz. Cans Chunk Style Tuna
1 8-oz. Can Refrigerated Buttermilk Biscuits (Biscuit Mix can be used)

About 45 minutes before serving: Preheat oven to 375 degrees F. In medium saucepan in hot butter or margarine saute onion until limp, add green pepper and continue cooking until tender, about 5 minutes. Stir in flour until blended. Add tomatoes, Worcestershire, mustard, salt, sugar and pepper; simmer covered, 10 minutes. Add tuna and pour into a 2-1/2 qt. casserole. For topping: Cut each biscuit into sixths. Arrange pieces with points up on casserole. Bake 25 minutes. Cover lightly with foil if biscuits become too brown. Serves 6.

Quick Chili Con Carne

1 lb. Ground Beef
2 Medium Onions, chopped
2 Tablespoons Fat
1 Teaspoon Salt
2 Cups Cooked Kidney Beans, or 1 No. 2 can
1 Teaspoon Chili Powder
1/4 Teaspoon Pepper
2 Cups Cooked Tomatoes or Tomato Soup

Brown ground beef and onions in hot fat. Add seasonings, tomatoes, and kidney beans. Cook over low heat 20 to 30 minutes. Serves 4 to 6.

NOTE: This is good made in a skillet over the picnic fire or on the backyard fireplace.

Appendix H

Chicken Pie

- 1/2 Cup Cold Broth from Stewed Chicken
- 1/3 Cup All-Purpose Flour
- 1 1/2 Cups Hot Concentrated Chicken Broth
- 2 1/2 Cups Stewed Chicken, Boned and Cut in Large Dice
- 3/4 Cup Fresh Cooked, Frozen or Canned Peas, drained
- 3/4 Cup Diced Celery
- 1 Teaspoon Salt
- 1 Cup All-Purpose Flour
- 1 1/2 Teaspoons Baking Powder
- 1/4 Teaspoon Salt
- 3 Tablespoons Butter or Margarine
- 1/3 Cup Milk

Make a paste by blending cold chicken broth and 1/3 C flour smooth. Add paste to the hot chicken broth and cook over direct heat, stirring constantly until sauce boils and thickens. Combine with chicken, peas, celery and 1 teaspoon salt, and pour into 6-cup buttered casserole. Sift the 1 cup flour, measure, and resift 3 times with baking powder and 1/4 teaspoon salt. Cut in butter with a pastry blender or 2 knives, and add milk all at once, stirring quickly with a fork until dough just stiffens. Turn dough out onto floured board, knead 8 times, and roll or pat out to make a circular sheet about 8 1/2 inches in diameter, or to fit top of casserole, and about 1/4 inch thick. Make cuts near the center to allow steam to escape. Crimp edge of dough, pressing it firmly against edge of casserole. Bake in a moderately hot oven 425 degrees F. for about 20 minutes or until nicely browned and the filling is boiling hot all the way through. Makes 5 servings.

Beef Stroganoff

- 1 pound Ground Beef
- 1 small Onion
- 1/2 Container Sour Cream
- 1/2 can Cream of Mushroom Soup
- 1/2 Cup Water
- Salt and Pepper to taste

Brown onion in fat and then add ground beef, brown very well. Stir ground beef and onion together. Add sour cream and cream of mushroom soup. Mix all ingredients. Add pepper and salt and simmer about 15 minutes. Add water last. Cook rice. 1 cup rice to 2 cups water. Cook until done.

Pork-and-Bean Stew

1 pound Dried White Kidney Beans or Navy Beans
Salt
1 Onion studded with 3 Cloves (optional)
2 Celery Stalks
1 Bay Leaf (optional)
2 Tablespoons Shortening
2 pounds Boneless Pork Shoulder, cut into 1-inch cubes
1 Cup Chopped Onion
1 Clove Garlic, minced (optional)
1 Cup Tomato Puree
1/4 Teaspoon Pepper

About three hours before serving: In large kettle, boil beans with 2 quarts of water and 1 tablespoon salt for 2 minutes. Remove from heat; let stand one hour. Add onion studded with cloves, celery stalks and bay leaf and simmer, covered one hour. Meanwhile, in hot shortening in Dutch oven or large, heavy kettle, thoroughly brown pork and onion. Spoon off any excess fat. Add 1-1/2 teaspoons salt, garlic and 1-1/2 cups water; simmer, covered 40 minutes. Stir in tomato puree and continue cooking until meat is tender, about 20 minutes more. Drain beans, removing onion, celery and bay leaf. Stir beans into pork and simmer for 10 minutes longer, stirring once or twice. Serves 6.

Spanish Noodles

1 Large Onion, chopped fine
2 Tablespoons Shortening
1 1/4 Pounds Ground Beef
1 (5-oz.) Package Egg Noodles
1/2 Teaspoon Black Pepper
1/2 Teaspoon Red Pepper
1/2 Teaspoon Celery Seed
2 Teaspoons Chili Powder
1 Teaspoon Salt
1 Can English Peas, drained
2 Cans Condensed Tomato Soup

Brown onion in shortening. Add beef and brown. Cook noodles as directed on package and drain. Put half of noodles in casserole. Put in one-half beef and onion, then a layer of seasoning. Add 1/2 can peas and 1 can tomato soup. Repeat layer. Bake at 350 degrees F. for 1 hour. Serves 6.

Spanish Rice

3 Tablespoons Bacon Drippings
1/2 Cup Uncooked Rice
2 Cups Canned Tomatoes
1 Teaspoon Sugar
1 Sweet Red Pepper, chopped
Dash Paprika
1 Green Pepper, chopped
1 Medium Onion, chopped
1 Cup Water
1 Teaspoon Salt
Dash Pepper
1/2 Cup Grated Cheese

Put bacon drippings in skillet, add rice, and brown, stirring occasionally. Combine all other ingredients, except cheese, mix with browned rice, and boil 5 minutes. Stir and pour into baking dish. Cover and bake at 350 degrees F. for 1 hour. About 10 minutes before removing rice from oven, sprinkle grated cheese over the top, and brown slightly.
4 to 6 servings.

Deviled Kidneys

2 lbs. Beef Kidneys
1/4 Cup Butter
1 1/2 Teaspoons Dry Mustard
3 Teaspoons Salt
1/4 Teaspoon Paprika
1 Tablespoon Lemon Juice
1/3 Cup Flour
3/4 Cup Hot Water
4 Cups Boiled Rice
6 Slices Broiled Bacon

Wash kidneys, split and remove cores and tubes; scissors are convenient for this purpose. Wash again and cut each kidney into 6 pieces. Cover with cold water, add 1 teaspoon salt and soak half hour. Drain well. Melt half the butter, blend with mustard, rest of salt, paprika and lemon juice. Roll each piece of kidney in this sauce, then in the flour. Melt remaining butter in skillet, add kidneys and brown on all sides. Add hot water, cover and simmer until kidneys are tender, from 20 to 30 minutes. If sauce becomes too thick, add a little more hot water. Serve kidneys hot, in their own sauce with boiled rice and crisp broiled bacon. 5 servings.

APPENDIX I

LIST OF PAMPHLETS AND BULLETINS USED AT THE SOUL CITY COMMUNITY CENTER

Credit

Cooperative Extension Service, Auburn University, Auburn, Alabama 36830

- Close-Ups of Consumer Credit
- Do's and Don'ts of Credit
- What Is Credit? (HE-57)
- Should You Use Credit? (HE-58)
- Reasons For and Against Credit (HE-59)
- How to Figure the True Annual Rate of Interest (HE-64)
- Your Contract When Using Credit (HE-61)
- How to Figure the Dollar Cost of Credit (HE-63)
- Buying on Time (HE-62)

American Federation of Labor and Congress of Industrial Organization, Department of Community Services, 815 - 16th Street, N.W., Washington, D. C. 20006

- Consumer, Beware

Better Business Bureau, City Federal Building, Birmingham, Alabama

- Read Before You Sign

General Nutrition

National Dairy Council, Chicago, Illinois 60606

- A Guide to Good Eating
- Food at Work for You
- Nutrition Handbook
- It All Depends on You
- Your Food Chance or Choice

U.S. Department of Agriculture, Human Nutrition Research Division, Agricultural Research Service, Superintendent of Documents, U.S. Government Printing Office, Washington, D. C. 20402

Nutrition Food at Work for You

Nutrition During Pregnancy

Alabama Department of Public Health, Bureau of Maternal and Child Health, Montgomery, Alabama 36104

What to Eat Before Your Baby Comes
What to Eat When Your Doctor Says "Cut Down on Salt"
What to Eat When Your Doctor Says "You Need More Iron"

Jefferson County Department of Public Health, Bureau of Nutrition, Birmingham, Alabama (1969)

What to Eat While You Are Pregnant

Infant and Child Care

Evaporated Milk Association, 910 - 17th Street, N.W., Washington, D. C. 20006

Making Baby's Formula

Gerber Products Company, P.O. Box 33, Fremont, Michigan 49412

Baby's Book
You and Your New Baby
Foods for Baby and Mealtime Psychology

International Planned Parenthood Federation, 515 Madison Avenue, New York, N. Y. 10022 (various pamphlets)

Jefferson County Department of Health, 1912 - 8th Ave. So., Birmingham, Alabama

A Bottle for Baby

Appendix I

Maternal and Infant Care Project #544 and Comprehensive Children and Youth Project #622, Birmingham, Alabama (August, 1969)

What to Feed Your Baby First Two Months
What to Feed Your Baby Third to Seventh Months
What to Feed Your Baby Seventh and Eighth Months
What to Feed Your Baby Nine Months and Older

Mead Johnson Company, Evansville, Indiana

Facts About Breast Feeding
Selecting and Instructing Baby-Sitters
Names for Boys and Girls

Metropolitan Life, 1 Madison Avenue, New York, N. Y. 10010

Memo to Parents About Immunization
Memo to Parents About Your Child's Eyesight
Memo to Parents About Your Child's Sleep
Your Child's Safety

Ross Laboratories, Columbus, Ohio 43216

Your Children and Discipline
Developing Self-Esteem
Your Baby Becomes A Toddler

U.S. Department of Agriculture, Superintendent of Documents, U.S. Government Printing Office, Washington, D. C. 20402

How to Make Toys

U.S. Department of Health, Education and Welfare, Children's Bureau, Superintendent of Documents, U.S. Government Printing Office, Washington, D. C. 20402

Child Welfare Services
Evaporated Milk, A Good Formula for Babies
Day's Supply That Won't Sour
Single Bottle Method
Heating After Bottling
Foods for the Preschool Child
Food for Groups of Young Children Cared for During the Day
Food for Your Baby's First Year

Food

Alabama Department of Public Health, Montgomery, Alabama 36104

Food ABC's

Cooperative Extension Service, Auburn University, Auburn, Alabama 36830

Buying Pork

Auburn University Extension Service, Auburn University, Auburn, Alabama 36830

How to Mix Nonfat Dry Milk
Budget Saving Recipes

Evaporated Milk Association, 910 - 17th Street, N.W., Washington, D. C. 20006

Teaching About Food Labeling

National Dairy Council, Chicago, Illinois 60606

Can We Eat for Less
Lower Cost Meals That Please

U.S. Department of Agriculture, Human Nutrition Research Division, Agricultural Research Service, Superintendent of Documents, U.S. Government Printing Office, Washington, D. C. 20402

Poultry in Family Meals--A Guide for Consumers
Beef and Veal in Family Meals--A Guide for Consumers
How to Buy Poultry
How to Buy Beef Roast
How to Buy Canned and Frozen Vegetables
How to Buy Eggs
How to Buy Beef Steaks
How to Buy Cheddar Cheese
How to Buy Fresh Fruits
How to Buy Instant Nonfat Dry Milk
How to Buy Fresh Vegetables
How to Buy Butter
Smart Shopper Food Guide

Health and Sanitation

Metropolitan Life Insurance Company, 1 Madison Avenue,
New York, N. Y. 10010

- Alcoholism
- First Aid for the Family
- Stress and Your Health
- Your Guide to Good Health

National Dairy Council, Chicago, Illinois 60606

- Food and Care for Dental Health

Clothing

Avon Products, Inc., 30 Rockefeller Plaza, New York, N. Y.
10020

- The Good Looks of Good Grooming
- What Every Woman Should Know About Men's Fashion

Butterick Pattern Service, 161 Sixth Avenue, New York, N. Y.
10013

- Sewing With Special Fabrics

Coats and Clark Inc., Educational Bureau

- Button Up

Simplicity Pattern Company, Inc., Educational Division,
200 Madison Avenue, New York, N. Y. 10016

- Simplicity Fashion and News
- Simplicity Silhouette Shape-Up

Talon Educational Service, 41 E. Fifty-first Street,
New York, N. Y. 10020

- Zipper Selection and Care

U.S. Department of Agriculture, Superintendent of Documents,
U.S. Government Printing Office, Washington, D. C. 20402

Simplified Clothing Construction

Vogue Pattern Service, 161 Sixth Avenue, New York, N. Y. 10013

Your Guide to Sewing With Corduroy

Films and Filmstrips

Films:

Coronet Films, Sales Department, 65 E. South Water Street,
Chicago, Illinois 60601

Personal Health for Girls

Indiana University, Audio-Visual Center, Bloomington, Indiana
47401

The Poor Pay More

Iowa State University, Ames, Iowa

"The Pine. School"

Manufacturing Chemists Association, Inc., 1825 Connecticut
Avenue, N.W., Washington, D. C. 20009

"Food for the Ages"

McGraw Hill Text Films, 330 W. 42nd Street, New York, N. Y.
10018

Superfluous People

National Dairy Council, Hank Newenhouse, a division of NOVO,
1825 Willow Road, Northfield, Illinois 60093

Food for Life
How a Hamburger Turns Into You

The Modern Talking Picture Service, 714 Spring Street, N.W.,
Atlanta, Georgia 30308

The Owl Who Gave A Hoot
The Things I Cannot Change

University of Missouri, Audio-Visual and Communications
Services, 119 Whitten Hall, Columbia, Missouri 65201

Understanding Disadvantaged People
Who and Where Are They?
How Do They Feel About Themselves?
Communicating With Them

Filmstrips:

J. C. Penney Co., Inc., Educational and Consumer Relations,
1301 Avenue of the Americas, New York, N. Y. 10019

"Awareness: Insight Into People"
"Clothing Communicates"

Visual Education Consultants, Inc., Madison, Wisconsin 53701

"Fiber Care"
"Clothing Care Clues"

APPENDIX J

SOUL CITY BULLETINS AND ANNOUNCEMENT SHEETS

SOUL CITY BULLETIN

The only young people involved in tutorial (study) activities in the Community Center must be in grades 3-12.

Social events will be open to young people 12 years old through high school.

Children in grades below 3rd and young people who are not in school are not eligible for participation in study or social programs at the Community Center.

Study sessions will begin at 3:30 p.m. Mondays and Wednesdays, and 4:00 p.m. on Tuesdays and Thursdays. Fridays will be reserved for social events and field trips for persons 12 through high school.

Persons in charge of the study sessions are Roger Stiffemire and Chuck Hodges.

APRIL

BULLETIN

Neighborhood Meeting

Community persons have been meeting every Wednesday at 5 p.m. in the large room at the Community Center, with interest directed toward problems existing in this area.

Attention has been on providing a meeting place for the boys in Soul City, and helping persons interested in relocating themselves.

If you have a problem or know of an existing situation in this immediate area, please feel free to bring it to this meeting.

Are You A Registered Voter?

Persons interested in becoming a qualified voter may register during the weeks of April 6-17, 1970 at the County Courthouse between the hours of 8:30 a.m. and 4:30 p.m. This is the only time provided for non-registered voters to qualify for voting in the May Primary.

If you are qualified to vote and do not know where to go, please contact the Community Center.

The required age for registering to vote is 21, and you are never too old.

Family Recreation

On Wednesday evenings beginning at 6 p.m., cartoons are shown for preschool and school age children. From 7 p.m. until 8 p.m., games are played and the show "Let's Make A Deal" is dramatized.

Basic Education Class

The attendance at the Basic Education Class is improving. Prizes will be given to the first five persons attending beginning Thursday, April 28, 1970 and refreshments will be served. The meeting is from 7 p.m. to 8:30 p.m. in the Community Center.

Clothing and Textiles (Sewing Group)

All ladies interested in participating in the community fashion show are encouraged to notify the Community Center Office by April 30, 1970.

As you know, the fashion show was postponed until May, 1970. The time will be announced later.

Modeling and Charm School

A modeling and charm school is scheduled every Tuesday at 3:30 p.m. for teenage girls. Mrs. W. Green is in charge of the girls and she is encouraging all girls to be on time for each session.

Adult ladies are meeting on Tuesdays at 6 p.m.

Food and Nutrition Group

All ladies are asked to meet April 14 and 28, 1970 at 7 p.m. in the kitchen at the Community Center with Mrs. Stringfellow and Mrs. Smith.

Parent Education Meeting

The meetings are held every Wednesday at 10:30 a.m. and 4:00 p.m. Mrs. E. Strong and Mrs. H. Cabell are interested in talking with you about helping your baby and getting along with your teenagers.

Health Education

"Facts of Life" will be the topic of discussion by Mrs. Judy Campbell, Public Health Nurse at Tuscaloosa County Health Clinic, on May 5, 1970 at 5 p.m. at the Soul City Community Center. All parents and girls 11 years and older are encouraged to attend. Prizes will be given to the first five adult women.

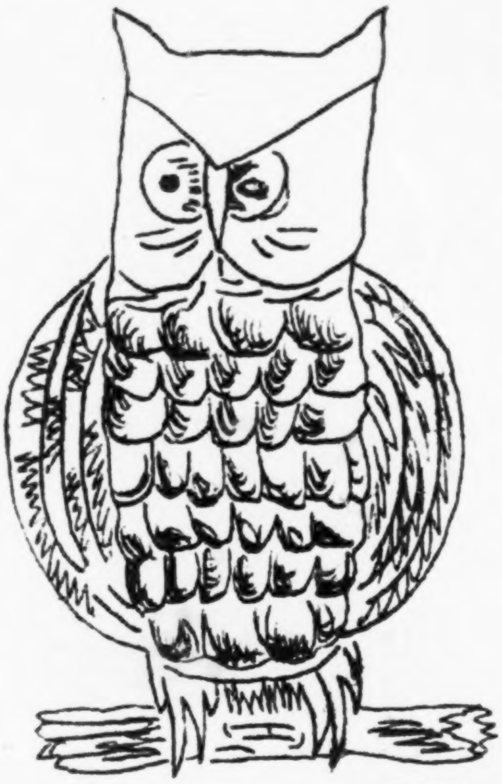
Appendix J

SMART SHOPPER FOOD GUIDE

Daily Food Needs	Smart Shopping Buys
MILK GROUP Daily Milk for Everyone Children under 9 - 2 to 3 cups Children 9 to 12 - 3 or more cups Teenagers - 4 or more cups Adults - 2 or more cups Pregnant Women - 3 or more cups Nursing Mothers - 4 or more cups	COTTAGE CHEESE
MEAT and Meat Alternate GROUP 2 or more Servings Daily	PEANUTS* PEANUT BUTTER* EGGS* DRY BEANS* SPLIT PEAS LENTILS BROILER-FRYERS
FRUIT AND VEGETABLE GROUP 4 or more Servings Daily	CANNED PEACHES* CANNED and FROZEN CORN* CANNED TOMATOES, PASTE, PUREE, SAUCE, CATSUP, JUICE, SOUP* CANNED GREEN BEANS CANNED FRUIT COCKTAIL ORANGES POTATOES FROZEN ORANGE JUICE CONCENTRATE
BREAD AND CEREAL GROUP 4 or more Servings Daily	Flour--ENRICHED ALL-PURPOSE and SELF-RISING Rice
OTHER FOODS As Needed	Honey Peanut Oil

*Plentiful Foods

U.S. Department of Agriculture*Consumer and Marketing Service*
Food Trade Staff



THE OWL

WHO GAVE A

HOOT!

THIS FILM WILL BE SHOWN AT THE

SOUL CITY COMMUNITY CENTER

NEXT MONDAY EVENING, NOVEMBER 3, 1969

AT 7:30 P.M.

COME ONE -- COME ALL!

Learn More About Credit and How It Affects

You and Your Family.

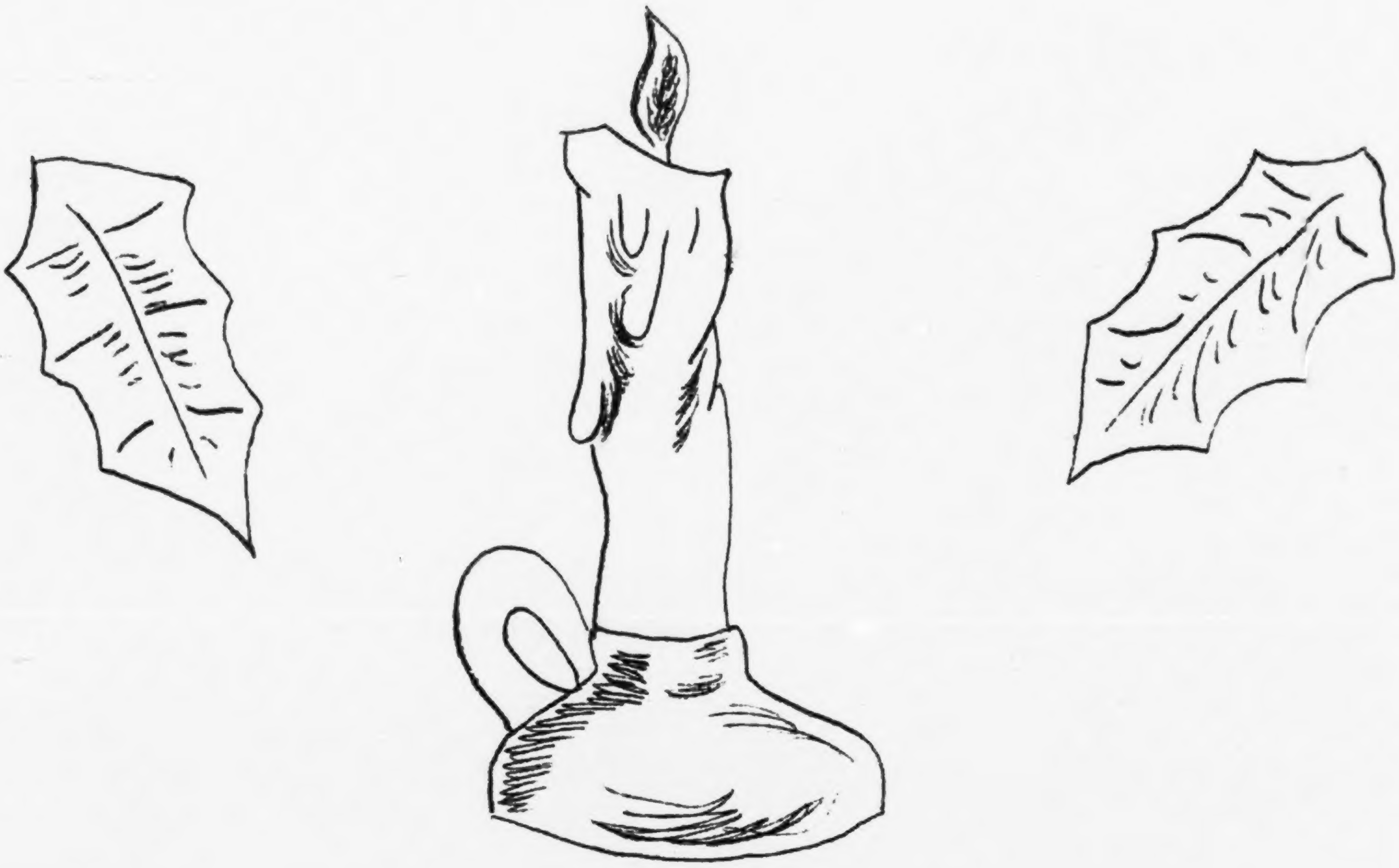
REMEMBER

SOUL CITY COMMUNITY CENTER
MONDAY, NOVEMBER 3, 1969
7:30 P.M.

THE OWL WHO GAVE A HOOT!

Appendix J

SEASON'S



GREETINGS

MERRY CHRISTMAS HAPPY NEW YEAR

BULLETIN

The Community Center will be closed December 20, 1969 through January 4, 1970. All persons interested in using the LAUNDRY ROOM, PLEASE SEE MISS ROSIE TUCKER AT 1015 14th Street. BE SURE AND LET HER KNOW IF YOU WOULD LIKE TO WASH. IT WILL BE NECESSARY FOR YOU TO GO OR SEND SOMEONE TO HER HOUSE, BECAUSE SHE WILL NOT BE AT THE CENTER.

Cartoons

Cartoons will start again in January, 1970. All children are asked to attend.

Neighborhood Meeting

All community persons are encouraged to attend the first Neighborhood meeting on Thursday, January 8, 1970. I would like very much to have you consider officers that would provide leadership for the community.

A victory celebration will follow the election of officers. All Adult Community Persons Are Invited.

Nutrition Group

The Nutrition group will continue its meetings on the second and fourth Tuesday evenings at 7 p.m. with Mrs. Smith and Mrs. Stringfellow.

Basic Education Class

The Basic Education class is being conducted in the Center on Tuesdays and Thursdays from 7-8:30 p.m. and on Saturdays from 2-3:30 p.m.

Sewing Group

Persons interested in sewing or working on their project, may do so on Monday, December 22 and Tuesday, December 23, 1969 at the Community Center.

Christmas Events

A prize will be given away to the family who has put forth the greatest amount of effort in their home, surroundings and family life.

A Christmas entertainment for adults will be held on Tuesday night, December 23, 1969 at 7:30 p.m. in the Center. Refreshments will be served and door prizes will be awarded. Every adult is invited because the program is designed for adults. The children had their entertainment Saturday night in the Union Building at the University of Alabama.

Consumer Tips

--Never sign a contract with an uninvited door-to-door salesman on his first visit. If you are interested in his merchandise ask him to leave a copy of the proposed contract, with all items filled in, for you to look over at your convenience. It is a good idea to have at least one other person examine the contract, and a check with the Better Business Bureau would not be out of line. If the salesman refuses to cooperate with you, the safest thing you can do is tell him you are not interested in his product.

--Before you buy anything on "easy credit" or "liberal terms" be sure you know what the annual interest rate is. The

Federal Truth in Lending Act requires merchants to show customers, in writing, the true annual interest rate they are being charged. Also, the Federal Trade Commission has warned merchants who advertise "easy credit" that they had better accept all customers on equal terms, not charging higher rates to higher risks. This from the South Dakota Consumers League.

SOUL CITY BULLETINS AND ANNOUNCEMENT SHEETS

BULLETIN

SEWING GROUPS--First and Third Tuesday Evenings at 7 p.m. These groups are meeting with students from Mrs. Green's class at the University of Alabama.

CARTOONS--Cartoon Shows for Children are held Every Wednesday Night at 7:30 p.m. Admission is Ten Cents.

NUTRITION GROUPS--Second and Fourth Tuesday Evening at 7 p.m. with Mrs. Smith and Mrs. Stringfellow.

NEIGHBORHOOD MEETINGS--Every First Thursday at 6:30 p.m. All Community Persons Are Encouraged to Attend.

RECREATION FOR CHILDREN--Games, Stories, Craft and Music are provided for Children from 3 p.m. to 5 p.m. Monday through Thursday.

LIBRARY--Study Hours:		
	Grades 3 - 6	5:00 p.m. - 5:30 p.m.
	Grades 7 - 9	5:30 p.m. - 6:00 p.m.
	Grades 10-12	6:00 p.m. - 7:00 p.m.

BASIC EDUCATION CLASSES--These Classes are held Tuesdays and Thursdays from 7 p.m. until 8:30 p.m., and on Saturdays from 2 p.m.-3:30 p.m.

POINTS OF INTEREST

CLEAN-UP CAMPAIGN

The Clean-Up Campaign is progressing beautifully. Congratulations are in order for all persons who have kept trash in the drums rather than on the ground, and have cleaned up in and around their house. LET'S KEEP UP THE GOOD WORK.

Appendix J

HOUSING AND HOME BEAUTIFICATION

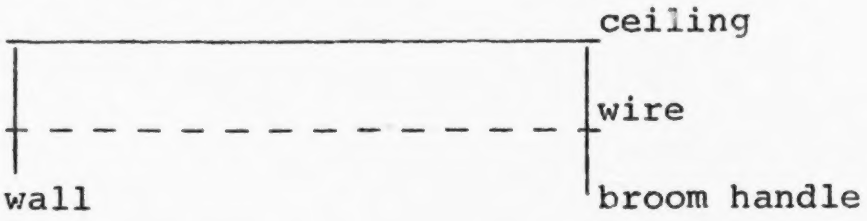
Storage

Presently, ladies of the house are encouraged to make provisions for storage under the sink. Storage may be provided by using curtains or corrugated cardboard to build in or close up the area under the sink, thereby providing storage for items used in connection with the sink, such as: washing powder, cleansers, dish

To Improvise Closets, the Following Suggestions Are Offered:

1. Use corners for hanging clothes by extending a broom handle or mop handle from the wall with wire extending from the ceiling to the handle.

   Example:



2. Use round curtain rods and wire same as with handle.

Wall Decoration

Small Pictures: Small pictures grouped in a large area to form one large group of pictures will give the appearance of a large picture, and add to the appearance of the wall.

HOME IMPROVEMENTS

Persons having the greatest number of improvements within their home and on the outside, will be awarded a star for each accomplishment. The stars will be placed in their home on the area view which is on the wall of the Soul City Community Center office. The person having the greatest number of stars will be awarded a gift on December 18, 1969, which is the end of the improvement period.

SEWING CLASSES

Sewing groups are meeting Tuesday Evenings at 7 p.m. These groups are related to the interest of the ladies, whether dressmaking, alteration and making an old garment into a new one (renovation). These classes are held the First and Third Tuesday Evenings at 7 p.m. with students from the University of Alabama. Beginning Tuesday, November 24, 1969, ladies interested can begin to make items for Christmas.

NEIGHBORHOOD MEETINGS

The Neighborhood meetings are held every First Thursday Evening at 6:30 p.m. All Community persons are encouraged to please attend. If you are 16 and above, a man or woman, please attend.

This Thursday, points to be discussed:

1. Employing an attendant for the Laundry Room.
2. Plans for a Community Christmas Entertainment.

A time will be provided for tasting dishes you might like to prepare in your home.

LIBRARY

Provisions have been made for studying in the Community Center for Elementary, Junior High and High School students.

The Library is under the supervision of students from the School of Social Work, University of Alabama. Parents are urged to help with the supervision of the Library by encouraging the younger children to remain at home during the study hours (pre-school - 2nd Grade). This is a must, in order to help the students have a more successful study period.

The following books have been provided to help the children with their studying:

1. Encyclopedias A-Z
2. Dictionaries
3. Novels
4. Magazines

BASIC EDUCATION CLASSES

These classes are taught by Mrs. Marion Bryant. Ordinarily, the classes were set up for men, but all ladies who are interested may attend. These classes are held on Tuesday and Thursday Evenings from 7:00 p.m. until 8:30 p.m., and on Saturdays from 2:00 p.m. until 3:30 p.m.

SOUL CITY BULLETIN

Special Interest Meeting

Due to the increased interest in conditions existing in Soul City, several residents have requested a special meeting with someone who might be able to provide answers to the many questions in your mind.

Mr. Joe Mallisham, previous candidate for City Commissioner, will speak to you Wednesday, February 4, 1970 at 5 p.m. in the Community Center. All concerned residents are invited. You are free to ask any questions of interest to you. Refreshments will be served.

Family Entertainment

Each second and fourth Friday evenings, beginning at 7 p.m. and ending at 9 p.m.

The first activity will be held Friday, February 13, 1970 in the Center. There will be a variety of games, such as checkers, bingo, dominos, and music for listening or dancing will be provided for your pleasure. All persons will be welcome--in fact, I look forward to seeing each of you.

If you have additional activities, please feel free to make them known. If you do not wish to play games, just come and meet your neighbors and talk or listen to music.

Valentine's Day

There will be a Sweetheart's Ball Saturday evening, February 14, 1970 from 7 to 10 p.m. in the Center. This activity is dressy--just look your prettiest or as handsome as you wish (dressy--a coat, tie or dress, hose, etc.).

Prizes will be given to the most appropriately attired couple.

Neighborhood Meeting

The monthly Neighborhood meeting is scheduled for Thursday, February 5, 1970 at 7 p.m. This meeting will be a planning meeting for activities of interest for the remainder of the year. An installation ceremony will be held for our new officers. They are to be congratulated for assuming these responsibilities. I wish for them a very successful and enjoyable year of leadership.

If you wish to know these persons, please attend the February meeting at 7 p.m. in the Community Center.

Cartoons

The first Cartoons were shown Wednesday, January 28, 1970. Additional showings will be each Wednesday in February beginning at 7 p.m. in the Community Center. All children are encouraged to save their dimes (10¢) for admission.

Nutrition Group

Mrs. Smith and Mrs. Stringfellow are interested in seeing all ladies February 2 and 17, 1970 at 7 p.m. in the Community Center.

Basic Education

Mrs. Bryant is asking all persons who wish to renew some facts or to learn new ones to be present for meetings on Tuesdays, February 3, 10, 17, and 24, 1970, and Thursdays, February 5, 12, 19, and 26, 1970. All meetings will begin at 7 p.m. and end at 8:30 p.m. Additional meetings will be held on Saturdays from 2-3:30 p.m.

Sewing Group

Persons interested in sewing may attend evening groups from 6:30 until 8 p.m. on Tuesday and Thursday evenings. Other days or times may be arranged for your convenience.

Pre-teen and Teenage Girls--9-15 Years

A special group meeting for this age level will be held each Saturday at 2-3:30 p.m. The purpose is to help girls learn how to make improvements in their daily lives and to become more lady-like.

Industrial Art for Boys--12-18 Years

A person is being secured to work with teenage boys in the area of Industrial Arts. Plans are that they will be taught to make such things as magazine racks, revolving book cases, shelves, etc.

Consumer Tips

Before you buy anything on "easy credit" or "liberal terms" be sure you know what the annual interest rate is.

Never sign a contract with an uninvited door-to-door salesman on his first visit. If you are interested in his merchandise ask him to leave a copy of the proposed contract, with all items filled in, for you to look over at your convenience.

Plan ahead. If possible, plan menus for a week at a time. Buy staples such as flour, sugar and corn meal monthly or bi-monthly; check what's on hand before shopping. Remember, most grocery products cost less per serving when you buy larger packages.

Make a shopping list; write down items as you think of them through the week. Group the items by the way you find them in the store; this will save time and steps. Check off items as you find them in the store. Stick to the list unless you find a better buy at the store. Write down prices and add them up as you go through the store so you don't spend more than you planned.

Shop for food rich in Vitamin C, such as orange juice, grapefruit, tomatoes, and cabbage.

Shop for foods rich in iron, such as liver, eggs, raisins, greens, and dry beans. This is important for all women, particularly for young mothers and pregnant women.

Buy dry milk for additional savings on food and added vitamins. Use it for cooking, drinking and making buttermilk.

SOUL CITY BULLETIN

Family Recreation and Entertainment

Mr. Horton, of City Park and Recreation Department, will be in charge of recreational activities each Wednesday evening. Activities will begin as soon as the Neighborhood Meeting is over.

Schedule of activities:

6:00 p.m. - 6:45 p.m.	Cartoons and games for pre-school children, other interested youths, and adults
6:45 p.m. - 8:00 p.m.	Adults and teenagers will compete for prizes as winners of bingo games.

Domino and checker players will challenge all interested persons in the community. The community winner will play against Seventeenth Court and Alberta City. The champion of all communities will win a trophy.

Neighborhood Meeting

Neighborhood Meetings are held every Wednesday from 5 o'clock until 6 o'clock in the Community Center. All community persons are encouraged to attend. Please meet promptly at 5 o'clock. A film on Parliamentary Procedures will be shown next Wednesday at our meeting.

Officers for the community are:

Mr. Henry Taylor------------------Chairman
Mrs. Celia Bates------------------Vice Chairman
Miss Juanita Thomas---------------Secretary
Mrs. Sadie Foster-----------------Assistant Secretary
Mrs. Eula Perry-------------------Treasurer
Rev. E. D. Bates------------------Chaplain
Miss Delores Perry----------------Parliamentarian

Nutrition Group

Mrs. Smith and Mrs. Stringfellow will be here next Tuesday evening, March 17, 1970 at 7 p.m. in the Community Center. They would like to have all ladies present.

Basic Education Classes

Mrs. Bryant is asking all men and women to meet with her on Tuesdays, March 3, 10, 17, 24, and 31, and Thursdays, March 5, 12, and 19, 1970. All meetings will start at 7 p.m. and last until 8:30 p.m. Additional meetings will be held on Saturdays from 2 p.m. until 3:30 p.m.

Sewing Group

Persons interested in sewing may attend evening groups from 6:30 p.m. until 8 p.m. on Tuesday and Thursday evenings. Other days or times may be arranged for your convenience.

We are planning a fashion show in the Community Center the last week in April. All persons (adults, children and teenagers) are encouraged to participate. We are especially interested to have you model something that you have made. We also hope to secure garments from a local merchant to be modeled. Hair styles and wigs will be modeled.

Special attention will be given to MENDING of torn clothes. You may also be interested in learning to replace elastic (rubber) in undergarments.

Films

Several films will be shown this month at the Center. The films "How A Hamburger Turns Into You" will be shown Tuesday, March 17, "Parliamentary Procedures" will be shown Wednesday, March 18, and "Food For Life" will be shown Thursday, March 26. All films will begin at 6 p.m.

HELLO,

I'M A PEANUT----

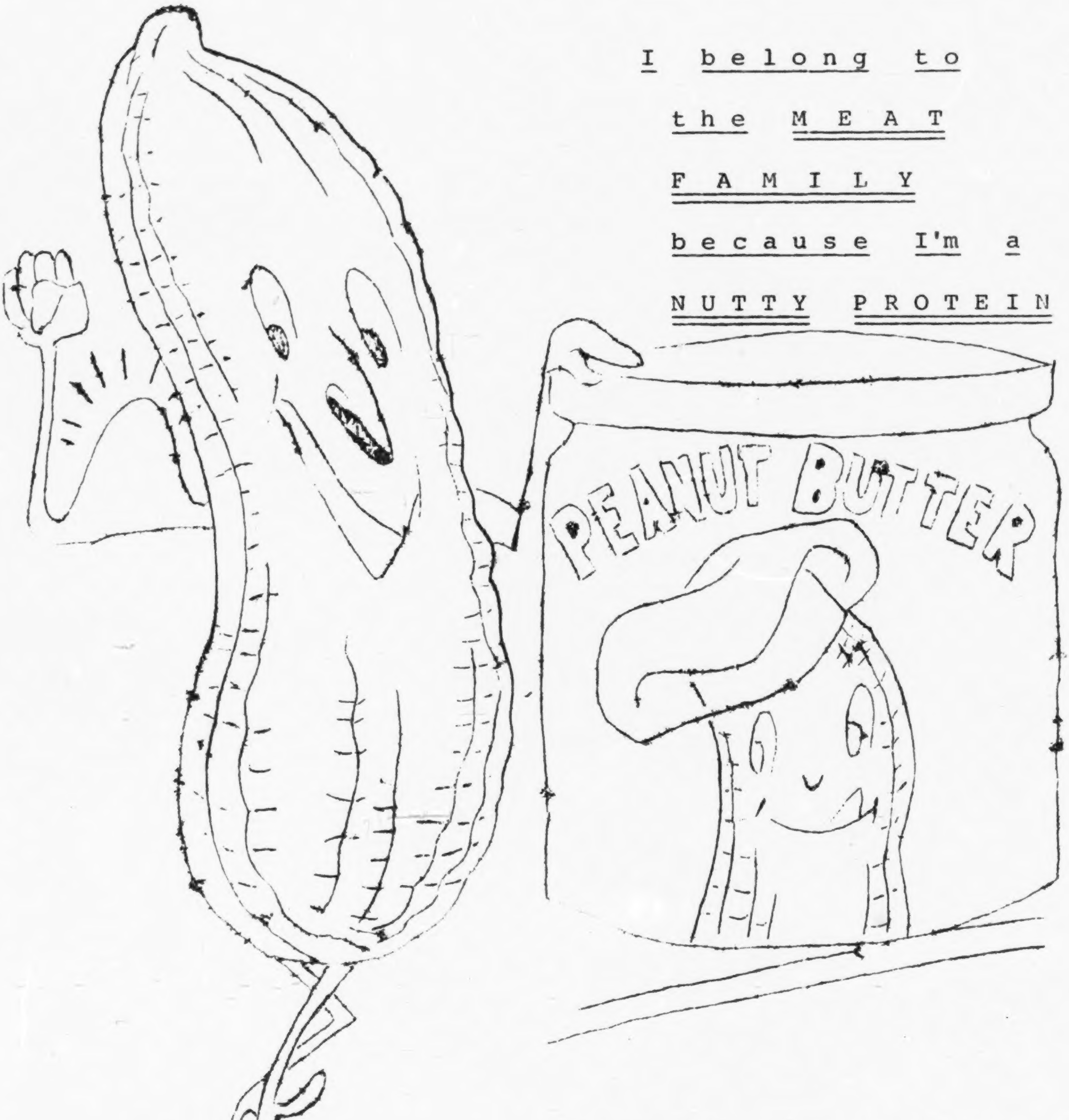
I belong to

the MEAT

FAMILY

because I'm a

NUTTY PROTEIN



SMART SHOPPER

U.S. DEPARTMENT OF AGRICULTURE
CONSUMER AND MARKETING SERVICE
FOOD TRADES STAFF

Appendix J

SMART SHOPPER FOOD GUIDE

March, 1970

DAILY FOOD NEEDS	SMART SHOPPING BUYS
MILK GROUP	
Daily Milk for Everyone	
Children under 9 - 2 to 3 cups	NONFAT DRY MILK
Children 9 to 12 - 3 or more cups	EVAPORATED MILK
Teenagers - 4 or more cups	COTTAGE CHEESE
Adults - 2 or more cups	
Pregnant Women - 3 or more cups	
Nursing Mothers - 4 or more cups	
MEAT (AND MEAT ALTERNATE) GROUP	BROILER - FRYERS* PEANUTS & PEANUT PRODUCTS*
2 or more Servings Daily	DRY BEANS DRY PEAS LENTILS
FRUIT AND VEGETABLE GROUP	CANNED PEARS* CANNED TOMATOES* CANNED & FROZEN CORN TOMATO JUICE, PASTE, PUREE, SAUCE* CANNED & FROZEN SNAP BEANS & PEAS APPLES, POTATOES, ORANGES FROZEN ORANGE JUICE CONCENTRATE
BREAD AND CEREAL GROUP	RICE*
4 or more Servings Daily	
OTHER FOODS	PEANUT OIL* JELLIES
AS NEEDED	JAMS
	*PLENTIFUL FOODS

VARIETY IS THE KEY

U.S. DEPARTMENT OF AGRICULTURE * CONSUMER & MARKETING SERVICE * FOOD TRADES STAFF

SOUL CITY

COMMUNITY CENTER PRESENTS

A FILM TUESDAY

MARCH 17, 1970

AT

6:00 P.M.

COME ONE - COME ALL!

LEARN how a hamburger turns into you.

LEARN the Food Value of a hamburger.

WHEN! Tomorrow at 6:00 P.M.

- in the Center

SEE YOU THERE!

FILMED FROM BEST AVAILABLE COPY

Appendix J

HI!

FLORA McGHEE, DIRECTOR OF

THE FLORA McGHEE CHARM SCHOOL

Presents

BECOMING

Hair Styles and

Make-up

May 26, 1970 at 7:00 P.M.

in the

SOUL CITY COMMUNITY CENTER

PLEASE COME!

REFRESHMENTS

DOOR PRIZES

ATTENTION ADULTS

YOU ARE INVITED

to

An Evening of Fun

and

Recreation

Friday Evening, May 27, 1970

from 6 to 8 p.m.

in the

SOUL CITY COMMUNITY CENTER

APPENDIX K

APPENDIX K

Hunger, Hustlin' and Homemaking

by Camille Jeffers

When I was asked to submit a title for my paper, I was momentarily stumped. I had read in some of the material sent to me that one purpose of a conference such as this is to "encourage home economics to give greater consideration to social and cultural conditions and needs, especially in economically depressed areas." I thought of several titles, but dismissed them one by one as stodgy and pretentious. Then I happened to see a television news broadcast that was the first influence on this paper. In it a black mother from my neighboring state of Alabama was explaining to a newspaper reporter in the halls of Congress why she had journeyed there. What she said was essentially this:

> I'm tired of my children going to school without breakfast.
>
> I'm tired of my children going to school without lunch.
>
> I'm tired of going to Goodwill and Salvation Army to get white people's clothes that they don't want.
>
> I'm tired of me and my 10 children living all piled up on top of each other in three rooms.
>
> I'm tired of the welfare department giving me $140 for me and 10 children to live on, and you know we can't live on that.
>
> We are tired of it.
>
> I'm here to tell Mr. Nixon I'm tired now, and I ain't going to take no mo'.

The eloquent simplicity and directness of this statement, which leaves nothing unsaid, is known in the vernacular as "telling it like it is." As I mused about what this mother said, it seemed that she was stating the irreconcilable nature of her dilemma and making clear the need for change. She was stressing the incompatibility of hunger and homemaking and the thanklessness of hustling to make ends meet. It struck me that unless we are willing to look at some of these interrelationships, we may wind up dealing in niceties and well-meaning irrelevancies when it comes to consumer education.

A second influence on the direction of this paper was a recent cartoon in an Atlanta newspaper. It showed four solemn, gaunt-faced children, one of them black, labeled "Affluent America's Hungry Kids." A second caption to the cartoon grimly stated, "Look, Ma! . . . No cavities! . . . Except in our stomachs!" To me this cartoon reflected what one writer has called the "seemingly invincible social and economic ignorance of the middle class." As I contemplated this invincibility, it occurred to me that all too often our middle-class preoccupations are about things that really do not matter when it comes to the poor, or if they do matter to the poor, they have different priorities. I thought of a name for this affliction that seems to go hand-in-hand with affluence. I call it middle-class myopia because when it comes to the poor, we so often refuse to see much further than our own noses or beyond our own images and likenesses. Failure to see further, to look at things from the other side's point of view, hampers both our understanding of and communication with the poor.

A third influence on the nature of my comments today stems from a recent meeting I attended of the Atlanta chapter of the National Welfare Rights Organization, a group composed of welfare recipients, their friends, and supporters. The black president of the organization, after discussing some of her lobbying activities to improve welfare grants, read a newspaper article about a planned July 1 increase in welfare payments that would average about $2 per person. She commented caustically on the inadequacy of this increase and on a plan to "recruit volunteers to help with home counseling of welfare recipients in such things as money management, nutrition, and child care," indicating that her door would be closed to all such visitors. Then she referred disparagingly to a notice that she had received with her welfare check saying something like, "This check can be stretched by using surplus food." She resented the assumption of ignorance that statements such as these imply. Echoing the same refrain that we heard from the Alabama mother, the president said angrily:

> I've been stretching this money all these years, and I don't need them telling me what to do now.
>
> I'm tired of people sitting up in swivel chairs and turning away when you try to talk to them.
>
> I'm tired of them planning what I should get and how I should spend it.

It was clear that her comments reflect a changing mood among the poor, a shift from patterns of accommodation to patterns of protest and confrontation. Unless we are willing to recognize that the demand now is for a piece of the action in the decision-making process, we may find ourselves in the ball park but not knowing the game that is being played.

Much of the rest of what I have to say is based on my experience in a child rearing study conducted in Washington, D. C., earlier in this decade. Officially titled "Child Rearing Practices Among Low-Income Families in the District of Columbia," the study's purpose was to obtain an in-depth picture of the socio-economic and community factors that affect the daily lives and child rearing behaviors of these families. Since Washington's poverty is primarily black poverty, most of the families in the study were black. Using an interdisciplinary team of social workers, sociologists, and anthropologists, we did intensive interviewing with poor families in various parts of the city, made neighborhood studies, participated in neighborhood activities, and, in some instances, lived in low-income neighborhoods. I participated in all these activities, including living in a public housing project for 15 months as a participant-observer. There my task was to get to know people, to learn to see them as they saw themselves, and to interpret the family and community factors affecting child rearing practices. This experience illustrated to me the gap that exists between those who live in public housing and those who do not. Recent developments increasingly have walled off one segment of society from another. Whether these walls are economic, social, psychological, cultural or just plain brick and mortar, we felt it important to look behind them.

Hunger Is Behind the Walls

One of the first things we saw was hunger, a comparatively new word in our poverty lexicon, particularly when we are talking about people in this country; we have been hearing about it only in the last year or so. It is important that we know some of the reasons why this is so, for only then can we really understand why the Alabama mother and others like her are tired. I would like to give my version.

Ten years ago few people were using the term "poor." It had been erased from our vocabularies in the post-war prosperity of the '50's, and in its place we developed a series of euphemistic terms which tended to protect us from some of the harsh realities of poverty. Social workers talked about "multi-problem" families and "hard-to-reach" families. Social scientists were busy defining "lower-class culture" and "culture of poverty." Educators were describing the "culturally deprived child." And social planners talked about the "inner city" and the "ghetto."

Meanwhile politicians and taxpayers were becoming increasingly alarmed about rising welfare costs and tax burdens. They talked about "intergenerational poverty" and "welfare dependency." The latter became so hot a political issue that it eventually backed us into the war on poverty. I say that we backed into the war on poverty because our primary concern, seemingly, was not that people were poor, but that welfare costs were high. It we had wanted to meet poverty in a head-on battle, we would have been talking about hunger, since hunger is the soft underbelly of poverty. Instead we engaged in the diversionary tactics of self-help, job training, and community action--all of which have merit, but none of which address themselves to the central issues of poverty as seen by people who are poor--the issues of jobs and money.

This difference in perception between the poor and nonpoor about basic poverty issues is one that continues, but it is also one that we can ill afford. Although we declared war in 1964, as late as 1967 Daniel P. Moynihan, now urban affairs adviser to the President, commented while pressing for full employment and a family allowance plan that we seem unable to recognize that what it means to be poor is to not have enough money.

Having begrudgingly acknowledged the existence of poverty and belatedly recognized its accompanying lack of money, we are now struggling with the admission that lack of money means no food and no food means hunger. It was not until the 1968 report of the Citizen's Board of Inquiry into Hunger and Malnutrition in the United States that some of the meaning of hunger and malnutrition intruded itself upon our national consciousness. The Poor People's March last year further dramatized the hungry plight of our nation's poor. More recently Senator Hollings' hunger tour of South Carolina and the hearings of Senator McGovern's committee on nutrition and human needs have made hunger a compelling political issue. As columnist Art Buchwald puts it, poverty is "out" and hunger is "in."

We still are not out of the woods. This is evidenced by a certain reluctance to accept the fact that hunger and malnutrition endanger the physical and mental development of children and our unwillingness to take immediate governmental action to end hunger. A recent newspaper column attributed the Administration's retreat on doing something about hunger in 1969 to Moynihan's reply to the President's question of whether there is any evidence that hunger in the early years leads to mental retardation. Moynihan's response was quoted as:

> There is strong evidence that very severe malnutrition, such as that found in the developing countries, can cause retardation, but my suspicion is that there is little of this in the United States at the present time.

This kind of "it-can't-happen-here" approach is a part of our American Superman mythology. As the government temporizes about whether it should help the hungry in 1970 or 1971, I can still hear the angry retort of one of my neighbors in the housing project when the welfare department said it could not make a needed adjustment in her check until the following month, June, "And what am I supposed to do," she asked, "starve in May?"

A nation that can negotiate the mysteries of outer space in 10 years at a cost of billions of dollars, has a gross national product of $900 billion, and spends $70 billion on the military, should be able to solve the hunger pangs of inner space in one year at a projected cost of $2 billion, especially when we give farmers $1.8 billion not to grow crops.

If we accept the direct relationship between poverty, lack of money, and hunger, the implications are clear. The basic question is whether our purpose should be to help the poor accommodate to their present status or whether we should marshal our expertise and forces to work for social change. My experience in the housing project taught me that poor people are not interested in learning how to be a little less hungry on the money that they have and how to save a nickel here or a dime there. But they do want to better their condition--to have what you and I have, to share in the good life.

If we address ourselves to social change, we have to raise our voices about the inadequacy of welfare budgets, the restrictive requirements in food stamp programs, and the irrationalities in our distribution of surplus food. We also have to be concerned about the parsimonious provision of school lunches and the almost complete absence of school breakfasts. We cannot let ourselves "back into" makeshift income maintenance plans; we must encourage the establishment of adequate income maintenance programs which permit people to live in human dignity.

These are the kinds of issues that concern the poor. Unfortunately, all too often, one of the distortions rendered by middle-class myopia is the view that the fault is in the poor themselves rather than in our institutions. This fact is not missed by the poor themselves. One of the 16 poor people who met officials of the U.S. Department of Health, Education, and Welfare last fall in a follow-up to the Poor People's Campaign, had this to say:

> We'll never make it unless society makes up its mind to change. Because that's where our biggest hangup is--society. If society will never change, we're going to stay in the bag we're in. So now if you're talking about helping people, change your society. And that means you will have to change.

Poor Families Do Hustle

Let us turn now from hunger to hustlin'. Here I would like to call your attention to another distortion that results from middle-class myopia, namely, the prevailing stereotype of the poor as shiftless, lazy, and undeserving. Writing about the poor and hungry in Georgia, a newspaper reporter commented after his survey of the situation:

> Despite what some county officials and congressmen might say, there are people in Georgia who work hard for a living but who often go to bed hungry and have to live under little better conditions than pig sties.
>
> It takes little effort to find many cases which prove wrong the contention of some of the more callous that if a man, woman, or child goes to bed hungry at night it is because someone is lazy and not willing to work.

In sharp contrast to this stereotype, we found in the child rearing study a frequently expressed love and desire for work in spite of the biting frustrations of not being able to find it. In fact, on the basis of our experience we believe that the great amount of diversity existing among low-income families is often overlooked and underrated in both popular and scientific thinking. The poor are not a homogeneous group. The only thing that all the families we knew had in common was a low income. We found variations in family structure, educational background, aspirations, and outlook on life. We also found variations in the interaction among low-income families in their neighborhoods and in the housing project. For example, there were the upwardly mobile families who remained aloof from their neighbors and were anxious to dissociate themselves from poverty and all its manifestations. To them public housing was a temporary expedient. They were hustling to get out and buy their own home in one way or another such as by moonlighting or working alternate shifts so that each parent could take his turn at babysitting. This is a significant segment of the poor whose existence is scarcely known to middle-class America. There were also more vulnerable families who had to hustle in a different way. Their escape from poverty was not so imminent because of greater job insecurity and larger families. They maintained some connections with other like-minded families in the project and sometimes built up mutual aid networks of bartering baby-sitting services and hairdressing and dressmaking skills to help them through trying times.

In addition to a limited recognition of the widespread diversity that exists among the poor, there also is little awareness of what we describe as the straddling behavior of the poor. We found that many poor straddle poverty and affluence. A great deal of their behavior straddles goals associated with poverty and deprivation on the one hand and the behavior and goals associated with higher socio-economic status on the other hand. This was graphically illustrated for me at the project in my contact with three young mothers in their early twenties. All were children of working parents who held low paying service occupations. They had grown up in poverty along with their younger sisters and brothers. Their parents, now in their forties and fifties, had hustled for years and finally managed down payments on homes in higher status neighborhoods. But at what costs! One of the young mothers complained bitterly that she had been "sacrificed" for a car because the family sometimes had to do without food for one or two days when the car payment came due. Another felt she had been "sacrificed" for a house because when she was 12 years old she became a substitute mother to her five siblings while both parents worked. The third mother blamed her sister's truancy and early pregnancy on her mother's absence from the home because of her employment.

It is indeed ironic if the parents of these young mothers, in their striving to get ahead and to acquire the visible signs of better living, have had to unwittingly sacrifice a child or children in the process. Whatever stimulus the changed environment, and presumably the changed status, could provide is frequently lost on some, if not all, of the children.

Yet despite their bitterness, these mothers derived a certain vicarious satisfaction from their parents' achievements and they were anxious to let me know about this progress as though to make it clear that they were not so different from me. They were very knowing young mothers as they straddled their poverty and their parents' semblances of affluence. They knew the meaning of the empty refrigerator as well as the champagne fountain at a New Year's party. While beds from Goodwill were a current necessity, this did not preclude the live hope that the French Provincial living room suite would some day be a reality. They had seen it happen in their families. While they may have to hustle as long and arduously as their parents, there is real question in this age of automation whether their chances or their children's chances will be as good as their parents'.

Another kind of hustlin' I learned about is "hustlin' backwards." This is the way one of my neighbors described his experience in public housing. To my surprise, many tenants did not regard public housing as low-cost housing. They complained about the hidden costs of public housing, the many rules and regulations, the invasions of their privacy, and the problems of maintaining continued eligibility for public housing. Let me give you a few illustrations.

Some people had to take more rooms than they really wanted because of the size and sex composition of their family. Generally, their argument was based on the fact that they did not want an extra bedroom because they had no money to furnish it and did not want to pay the additional rental. But rules are rules. One friend of mine, caught in this bind, had to take separate bedrooms for her four-year-old son and five-year-old daughter. However, the room remained empty of furniture and was used for hanging up the wash and as a storeroom and playroom. Meanwhile her son continued to sleep on the living room sofa as he had done before. The moot question is whose victory it was--hers or the housing authority's.

Repair bills were another major concern. Tenants resented some of the seemingly excessive charges for repairs on appliances whether or not they had caused the malfunctioning. The bitter joke among tenants was, "If it happens in your apartment, it's your fault." They feared the chain reaction that followed. If they did not pay the repair charge, the amount was deducted from the rent they paid. Continued failure to pay on the repair bill led to continued deduction from rent payments. This led to an accumulation of rental arrears which in turn led to a dispossess notice and possible eviction. So they paid and didn't ask too many questions.

Another headache for the families was the policy of basing rent increases on wage increases. To many tenants, a wage increase meant a chance to get a few more of the things that were so sorely needed. A rent increase cut down on their chances to do so. Hanging over their heads like the sword of Damocles was the question of whether this was going to be the increase in income that priced the family out of public housing. They knew that if this happened, they had little to look forward to except a return to substandard housing or a move into higher priced housing that they could not afford. Children often had to leave home as they became employed in order not to endanger the rest of the family's eligibility for public housing. Frequently it was not that a child wanted to leave or that the family wanted him to leave; rather it was a choice between the lesser of two evils. When trying to get ahead made one lose the roof over his head, there is probably no better way to describe the double bind that tenants found themselves in than "hustlin' backwards."

Perspectives on Homemaking

We come now to the last of the 3 H's--homemaking. In this connection I would like to offer some additional perspectives from the child rearing study that appear to have significance for home economists. They relate to the matter of choices and priorities, housekeeping ups and downs, family structure, and child rearing behaviors.

When we talk about choices and priorities, we also have to talk about that much overworked term, "middle-class values." In much of the writing and discussion about families who are poor, a recurrent note is their so-called failure to live up to such middle-class values as: ambition, individual responsibility, skills and achievement, postponing immediate satisfaction for long-term goals, rationality, getting along with people, control of physical aggression, constructive leisure, and respect for property. The disturbing thing about this and other such lists is the omission of three basic values that undergird the rest: adequate food, clothing, and shelter. They are so taken for granted by the middle class that one seldom hears them mentioned. This shortsightedness may well be why we are having such a struggle now in coming to terms with the needs of the poor. The poor cannot take for granted their ability to meet basic needs for food, clothing, and shelter. Simple though this statement may sound, I sometimes feel that we are totally unaware of what this really means when it comes to day-to-day living. Living among the families in the housing project, I soon learned that their money was earmarked and overclaimed before they got it. Harsh choices had to be made and lived with among efforts to satisfy basic needs and unfrivolous wants.

As I learned more and more about some of these families, the logic and rationality of most of their choices and much of their behavior became clearer and clearer. From my inside vantage point most of their choices appeared neither irresponsible nor callous. Basic priority had to be given to the appeasement of hunger and keeping clothes on one's back and a roof over one's head. Some parents gave first priority to food. For example, one mother of four children separated from her husband, was faced with having to choose between feeding her children or paying her rent, when the court-ordered support payments did not come through regularly. She chose to neglect her rent and feed her children on the chance that the welfare department would step in to prevent eviction. When she did wind up with a dispossess notice, I could understand why; there was no way for her to have done both. It had nothing to do with an inability to manage money; it was just that there was no money to manage.

Another mother whose husband was overseas in the armed forces gave rent first priority. Living on an allotment which was insufficient for the needs of herself and her four children, she was determined to keep her family together until her husband's return. What with various repair charges, it was touch and go. Within a week after she received her allotment, her money was gone. She paid her rent and other bills, stocked up on staples and canned goods. As the month dragged on, food was in shorter and shorter supply. One of her remarks often comes back to me. She was commenting on the breakfast of bacon, eggs, and grits she had just given her children and said, "One day we eat like kings, and the next day we have nothing." This might sound like poor management to you, but I saw something else. I saw a person expressing her refusal to accommodate to her circumstances. She was identifying with the haves rather than the have nots, if only for a few days. Sometimes it appeared to be just this kind of respite that made life bearable.

I watched this pattern in more than one family, and realized how little we know when we talk to the poor about balanced meals. I saw the month progress into one-dish meals of grits, beans, or french fries. I saw children sent out to play in early morning in the hope that play would make them forget about food. I saw one-meal-a-day planning with attempts to strategically time the meal so that it would slake the morning hunger and ward off evening hunger. I saw days when there was no food, when one visited relatives in the hope of finding food.

The families we knew and observed had to establish priorities in their own ways. Many differences in what was deemed of first-ranking importance were related less to any fundamental differences in life standards or goals for children than to the tenant's lack of means and sometimes to the parent's lack of confidence in his ability to meet and sustain standards expected by others whose means were different.

It should be remembered that it is not always possible for poor parents to follow or to reflect in behavior all of the standards stressed by the middle class, even though many low-income parents might see them as desirable. Most tenants determined their own priorities in terms of what was most important to them and in terms of the risks they were willing to take, since some risk seemed inevitable.

This matter of limited choice is related to another aspect of low-income living, the matter of mood. It is reflected in the housekeeping ups and downs I saw in families. A case in point was my next door neighbor whose housekeeping went from one extreme to the other. One day I would be almost driven out of her apartment by the acrid stench of urine, the soiled clothes scattered over the floors, and the dishes crusted with food that had been standing in the sink for two or three days. On another day I would find the house in apple-pie order after a cleaning binge in which half the furniture had been dragged into the hall to make way for mops and brooms. More often than not the condition of the apartment would be somewhere in between these two extremes. Observing these inconsistent housekeeping patterns over a period of time, I gradually saw a relationship between my neighbor's housekeeping patterns and her mental outlook. If she was feeling good about something, she cleaned; if she was depressed, she didn't. Whether or not she was feeling good or feeling bad was dependent upon her financial situation. Her spirits would perk up noticeably when she received her monthly allotment check. During the brief respite in which she paid her bills and bought a supply of food there was energy for housecleaning. It was clear that her negligence in housekeeping could not be attributed to any lack of housekeeping skills. A more valid and useful explanation is low morale and lack of incentives. The solution to her housekeeping problems, and possibly others, is not in teaching homemaking skills, but in dealing with reality or situational factors, such as her inadequate money supply and the prolonged absence of her husband.

I'd like to turn now to the matter of family structure. Inevitably when black families are the subject of discussion, we get around to the matter of one-parent families. We make it sound as though the matriarchal pattern is a preferred way of life. At the same time that we cling to this concept, we completely disregard the patriarchal pattern that exists among black families. The black father's authority in family relations stems from the freedman's ability to purchase his wife, children, and property, and is influenced by the economic subordination of women after emancipation and the Biblical sanction for male ascendancy. Since all of these qualities reflect good American middle-class values, one must ask: "Why do we consistently eliminate the features and processes that suggest similarities with the mainstream of American life and concentrate on ones that suggest differences?"

Our experience on the child rearing study supports the view that the contemporary female-headed low-income black family in the city is less a survival of a slave tradition and reflection of cultural imperatives, than it is a result of the low-income male to support his family. We did not find two kinds of mothers when it came to the question of making out alone. In fact, the parent in most of the one-parent families we know proved to be a woman who had been married from 1 to 19 years. Their marriages had foundered on the economic rock--not enough income and too many children. But they would have preferred to have things otherwise. To mistake facade and bravado for culturally defined preference is unforgivable.

When we look at one-parent families, we need be aware of the fact that the economic and social roles expected of the male by low-income mothers and children are essentially the same as those expected by middle-class mothers and children. What is different is the inability of the low-income male to fulfill these roles and the family and community consequences of his inabilities to do so. We have eliminated many of his jobs with automation, we have forced him out of his home with the "man-in-the-house" rules of welfare departments, and we have even put more emphasis on putting mothers to work than on putting fathers to work. Yet in our estimation he should be our key concern.

Now a word about child rearing. I brought to the housing project my somewhat conventional social work notions about the behavior and characteristics of the good mother and the inclination to think that certain lacks, or some not too well defined combination of lacks, identified the bad mother. I soon found it necessary to reassess my thinking. Gradually I learned that my preconceptions about and my initial reactions to the child rearing performances of some of the mothers were quite different from these mothers' opinions of themselves. Their self-ranking was relatively high even though they could not always meet the standards they set for themselves. The essence of this self-ranking seemed to be related to the fact that they felt they had made or were about to make an advance over the child rearing behavior of their parents.

The childhood experiences of some of these mothers, who had themselves been reared in poverty, seemed to have left a strong persistent sense of shame and indignation because they had had to live without many material and nonmaterial things. Their effort to provide a different experience for their children, whether it was more food, clothes, or affection, had a greater significance than I thought. It stemmed from an insistent, although not always consistent and focused, thrust to do more and better for their own children than had been done for them.

Two Agendas for Reform

If I were asked what message I would most like to leave with you, I think it would be to reiterate that there are two agendas for reform. In one the focus is on changing people; in the other it is on changing institutions. In one the emphasis is on personal and individual change; in the other the focus is on social change. It would appear to me that if consumer education is to be truly innovative, it has to move beyond the confines of individual change with which it has been so closely identified.

APPENDIX K

Value Change and American Youth

by Dr. Walter L. Thomas

A recent issue of a prominent educational magazine had a single caption on its front cover: "We have produced a superior generation and don't know how to cope with it!" There are many panic-stricken pessimists today that are convinced that our youth are going to the dogs. Aside from the fact that such has probably been said by each generation, there is some reason to suggest that today's youth are indeed better than previous generations, if not superior. If they are a super generation, it is probably no particular credit to themselves since they are the result of very skillful and creative efforts.

Parents, teachers, and others who make it their concern to educate children and youth to take their rightful places in society should stand back in complete and total satisfaction for what they have been able to do. School, church, boy scouts, and families have been saying to children and youth,

> You must get involved, you must aim high. You must oppose evil of all kinds. You must fight injustice. You must realize that every man is equal in spite of his color and religion. You must be concerned about the welfare of others. You must not forsake your country. You must love your enemies. You must not look to money for everything. You must be honest and expose hypocrisy. You must never let freedom of speech and assembly be taken from you. It's your life, you must live it for what you think is right regardless of what anyone or everyone will say. You must oppose tyranny. You must help the less fortunate. Power is not the essence of the good life.

Now, why do not all the adults just step back and take a long, hard look; take a deep breath. They must be proud they were such outstanding teachers. They should take credit for a splendid job well done. Their children, their students, their parishioners have put feet to their words.

Today's youth have not lost their values, they have found them. They have discovered the ones everyone has been talking about, and decided to live up to them. There is no lack of values among today's youth. There is apparently no end to their values or their subsequent commitments. They are idealistic and they are committed. When have we seen so many youth so thoroughly involved in politics, civil rights, urban problems, and the like?

If one will listen to the protest and folk song, observe the poetry and drama, read the posters and listen to the cries, one will not find anything that says, "Down with honesty, down with love, down with helping your fellow-man, down with loyalty, down with America, down with achievement, down with feelings, down with freedom, down with liberty, down with relevance, down with truth, down with people, down with God, down with learning, and down with the future." But one will find a very loud and clear protest against what is being passed off as evidence for those values. One will find requests to tell it like it is. One will see protests against hypocrisy, against saying one thing and doing another.

Youth are being educated to live in a world they basically reject. They reject it not because they are rebels or anarchists, but because they have begun to discover the meaning of living and being human. They see an insensitive world, more concerned with profits and power than with people and peace. There is not a revolution but a result. They are being asked to accept a world with dubious prospects for any future. It would be safe to say that today's youth are in search of a future.

There are those who would contend that we have always had a generation gap. If this is so, then today is not a gap, it is a generation CHASM. Today's young-old distance is defined by different parameters than could be used to define previous generation differences. The generation gap is not really a distinction in terms of age but one of mentality. There are some young persons who are very old, and there are some old persons who are very young. The two mentalities are viewing the world with different perspectives, they are marching to different drums, and they affirm different values. The results place most of us into one of three camps: response, revolution, or reinforcement.

There are a number of factors that indicate the present generation of youth are quite unique from any previous generation of youth. These factors make the concept of a generation gap particular to the present generation and to contemporary times. The factors that distinguish this generation from all previous generations are:

1. First-time second-generation affluence.
2. First-time a liberally educated generation.
3. First-time a pervasive evidence of some self-imposed poverty.
4. First time a complete generation has been liberated from the limitations imposed by flesh and bone.
5. First-time one does not see youth turn a complete circle and settle back down to be like the folks.
6. Society has redefined the concept of youth.
7. Society has altered its values regarding youth.

Most youth in contemporary America are the children of parents who lived in poverty when they were children. The parents made the big leap from scarcity to abundance, from poverty to relative affluence. The children they brought into the world only knew a world of abundance; they are second generation affluents. This makes them unique from all of the thousands of previous generations who lived and died in relative scarcity. The kinds of values that mother and father affirm were instrumentally good because they facilitated their "big leap." The children do not affirm those same values because they are no longer instrumentally functional and therefore no longer are assumed good. Father and son become persons on different sides of the generation gap, not because of age since that is only secondary, but because of what they value. All of the values that literally "worked" for Dad have little relevance to son who has "arrived" affluently without those values. Son cannot appreciate sacrifice, thrift, frugality, long-range planning, savings, hard work, and the like because they have little instrumental value for him. He sees new instrumental values that facilitate new and different leaps.

This is also the first generation that has had the comprehensive experiences of a liberal education. The number of years a person attended formal school has steadily increased from generation to generation. The fact is that today's youth have an education that generally surpasses any previous generation, in terms of both quantity and content. Their education is concerned with much more than merely how to earn a living or basically wage life-long war against the oppression of nature, i.e., hunger, disease, death, and protection from the elements. The liberal education includes experience in the art forms, new knowledges, technology, and the like. Consequently, the good life is not simply making a living and keeping alive.

The present generation is indicating selective forms of self-imposed poverty. Previous generations have experienced poverty, but the kind from which one could not willfully escape--at least in any immediate sense of the word. The present generation of youth have only known abundance. They are assuming various means of showing their peers and parents that they, as the new generation, are not worshipping materialism. They don't walk-out on the shelter, food, insurance, etc. which the affluent home provides them, but they adopt very important symbols which indicate they can "take it or leave it." They will assume clothing styles that are symbolic of poverty. They will not wear all the clothes their respective affluence would permit. They will not leave the umbilical cord to dad's affluence completely, but will "bum around" for a summer or a spring vacation to support their claims to be independent and nonmaterialistic. It's not 100 per cent self-imposed poverty, but would you believe 30 per cent?

Contemporary youth are exploding the myth that youth will sow their wild oats, have their respective flings, and then return back to some similar style of life as mother and father live. The fact is, that today's youth are not making the complete circle to eventually "settle down." What does one do with a 35-year-old hippie who has children and lives in a New Mexico commune? An increasing number of youth are selecting social service vocations and rejecting business and industrial careers--particularly if their fathers are in business or management. Previous generations had their rebellious times but generally settled down to a life-style more or less similar to that of the community in which they were raised. Today's youth are not.

The new generation of youth have been brought into a society that is all but completely liberated from the limits imposed by flesh and bone. Their grandparents had a technology that was limited to mere levers and simple wheels. Their great-grandparents had only their muscle and bone to use to carve out an existence against nature. When one now contemplates the capacities of man, one thinks of computers, nuclear energy, and an elaborate and sophisticated technology that makes the word impossible seem silly. With such exponentially increased capacity at one's disposal, one views himself and the universe in an entirely different manner.

Besides the changes mentioned above that have occurred in recent social history, our society has redefined the concept of youth. This factor alone makes today's generation of youth very unique. Only a short two or three decades ago, one heard the term adolescent used to describe what is now referred to as youth or student. Our society has given up the notion that youth is essentially a synonym for adolescent and is rapidly dropping the term adolescent from its vocabulary. Adolescence was a definite period of uncertainty that was initiated by puberty and terminated with a marriage and a mortgage. For most persons in the pre-1940's, this termination occurred at 16 or 17 years of age. Today, society has redefined the number of years one may remain a "youth," essentially by increasing the number of years by 8 or 10. There are many 25-year-old youth who are still going to school fulltime, never have held their first job contract, are unmarried, living off father and/or the government, and who are asked periodically by mother, "Son, what are you going to be when you grow up?"

While society was altering its definition of youth over the last few years, it was also altering its values about youth. Western society has apparently had the notion that childhood and adulthood were the two great and wonderful epochs of life. Our literature, music, and values glamorized the innocence and tenderness of childhood and similarly, romanticized the mature, tested and tried, stable, and sage-like adult. These two important epochs were cushioned by the "uncertain years" known as adolescence. These intermediate years, a metamorphosis, were years of turbulence, awkwardness, silliness and transition at which society would knowingly wink. Great to-do was made over commencement, marriage, debut, and coming-out. These were the culturally sanctioned symbols of transition and coming-of-age, points at which one emerges as a butterfly from cocoon. These were the rites of adult initiation after the tumultuous adolescent period. The child was rudely scuttled from childhood by puberty. The culture would say to the child of 12 or 13, "Now you have about 5 years to make a run for it. It will be tough but you will make it if you hang in there. Now hurry along." Most of that notion has changed. Now youth is the most valued period in life by the present society. If one were to use Sears catalogue as a cultural barometer, one would have to conclude that the most beautiful age to be is 22. The 12-year-old and the 55-year-old attempt to look like they are 22. The dress styles, the car styles, the leisure life styles, etc. have indicated a massive capitulation to the cult of being young. To be young is good and the person who can evidence youth the longest number of years is the person to be envied. Mustang sales are up! Swingers are all ages!

For these, and possibly other reasons, youth today have to be a particular and unique generation. A unique generation in their characteristics, and a unique generation in their problems, and a unique generation in their potential.

American society is in particular dilemma since it has one set of expectations for youth that is receding and one that is emerging. While society implores youth to attend to the receding expectations, that same society is adopting many new youth life-styles. The society says a person is an adult by the time he is 18 or 21, and yet, the newly emerging system permits youth to be extended to some years beyond 21. The young person is eligible for all of the rights and privileges of an adult, but the society permits him to be excused from such responsibilities of an adult as making a living and supporting a mortgage. The person is biologically and personally capable of having a family but is still some months away from being economically self-reliant. Our society defines a mature person (with tongue-in-cheek) as one who has stopped going to formal school, is economically self-reliant, probably married, and has at least one sizable mortgage. A 17-year-old who meets these expectations is called mature. A 30-year-old who doesn't is not called mature. Our society has problems in calling a student or youth an adult since it is only in the last two decades that such was a realistic possibility for most of the youth. Prior to that time, one was either a child or an adult--or an adult that was childish. Because he is still a fulltime student (12 clock hours a week in class), is still attached to father's financial support (or the government's), and is not yet positive what his life's vocation will be, society still wants to use the word adolescent to describe him--even though he is 27 years of age. With such time and lack of any comprehensive social restraint he has his week ends and vacations to do his own thing, to become involved in New Hampshire primary elections, Selma marches, and Fort Lauderdale escapades. With all of his emerging commitments about himself and society, he has the time and energies to demonstrate his feelings in time and action. While society was still hoping for 4 or 5 years of transitional adolescence, an entire new culture has mushroomed. It is a youth culture that has its own art form, its own designation of community, its own set of emerging values, and its own institutions, i.e., the university, the rock festival, the disc-jockey, the mod dress style, the super-sport, etc. It has produced a new life-style uncommon to any other group in history. The emerging counter culture with its bazaar life-style generates hostility in some members of the establishment, imagination in others, and insecurity in all. It is new, and frustrating to a very neat and up-tight society. It has the parameters of a class struggle. It suggests the kinds of emotional responses engendered in trying to move a cemetery.

One of the interesting games produced by the conflict of the two cultures, the establishment vs. the counter-culture, is guessing which one affects the other the most. The miniskirted mother of two teenage daughters is a conundrum. The 50-year-old father driving a 455 cubic inch, 4 barrel is hardly holding his own against the swinging counter culture.

Those youth who are not particularly infatuated with the status quo are not necessarily revolutionaries. The new varieties of youth are not best described as a revolt but as a result. They are the result of changing times, changing society, and changing values. They are not a cause, they are an effect. The growing disenchantment with the establishment with its high society, materialism, and power does not signal some impending doomsday or grassroots revolution. As a matter of fact, few if any of the necessary requisites for classical revolution exist in American society. What we are seeing is not a youth revolution but a youth culture, if you please, a counter culture. It's Columbia vs. Woodstock; it's revolution vs. affirmation; it's power vs. doing your own thing; it's violence vs. peace; it's confrontation vs. love; it's system vs. relevance; it's "might makes right" vs. "tell it like it is."

A most unfortunate occurrence is to generalize too broadly about the new youth culture. Some generalizations become so gross as to place all youth in two camps: the good guys and the bad guys. With the expanding heterogeneity of our society, the new youth culture has its own heterogeneity. While the variations of youth take shape, there are those in the adult community (otherwise known as the establishment!) who insist that all "those who are not for me are agin' me." Such an assumption forces everyone who is not madly in love with the status quo and its preservation, as revolutionaries, anarchists, impudent snobs, or would you believe--communists? This has always been called stereotyping, witch-hunting, or closed-mindedness. But what if it's Agnew, NBC, U.S. News and World Report, the Southern Baptist Convention, or the mayor of Chicago who thinks all youth are one of two colors?

Another unfortunate generalization made by the mainstream of American adults, is that those who protest the status quo have no alternatives to suggest. This is a comfortable myth that writes-off the protester and excuses the establishment from heeding the protest.

Another unfortunate generalization made by the mainstream is that the youthful protester is dirty and evil and sinister. Such a response is a convenient puritan aid to dismiss the source and consequently the message. By concluding a protester is indecent, irresponsible, unpatriotic, and even criminal, beautifully exonerates the object of protest and disqualifies the protester.

Further stereotypes made about dissonant youth suggests they are pawns of outside subversive powers; they are unAmerican and immoral. It is convenient to hold guilty until proven innocent someone who opposes our values and life-style.

There are at least 10 varieties of youth in American society today, not just two. Eight of these sub-groupings can be conveniently located on a left-to-right continuum in respect to general social/political philosophy. The other two defy placement on the continuum. Figure 1 suggests this continuum and the respective groupings.

Figure 1

VARIETIES OF YOUTH ON A LEFT-TO-RIGHT MODEL

Left Right
1 2 3 4 5 6 7 8

1. The New Anarchists
2. The New Activists
3. The Concerned Liberal
4. The Uncommitted
5. Common-Man Complacent
6. Concerned Conservative
7. Reactionary Activist
8. Reactionary Supremist
9. The Alienated Hostiles (not on continuum)
10. The Happener/Swinger (not on continuum)

The right wing proposes to preserve and the left wing proposes to change the way things are. The first four groups are dissatisfied with the society they see. The second four groups are generally in favor of the way things are in the society. In one respect, most youth could be placed into two gross camps: those for and those against the established manner of institutions. By stretching the first category, one could also say that groups 9 and 10 are also opposed to the establishment.

The New Anarchists and the Reactionary Supremists consider the ends to justify the means. Anything is instrumentally of value if it can assure the ends in mind. For the anarchist, revolutionary tactics, which might destroy the life and possessions of members within the establishment, are justified in the light of the intended change of that establishment. Unlike anyone else to the right of him, the anarchist will go beyond non-violence or civil disobedience and will intentionally break the law held by the system he opposes. His cause does not just take the form of confrontation, it is revolution. A very few years or months ago, a special designation for the New Anarchist was probably unjustified in the light of the few persons willing to go that far to overthrow the establishment. With recent breaks within the SDS, black militants, and other groups, the anarchists have broken with the activists. The anarchists are more radical and have realized deep breaks within the ranks of the left wing.

The New Activists are just as concerned about changing the mainstream of the establishment as are the anarchists. The difference is the New Activist will do everything within his power just short of open revolution. He will engage in civil disobedience and will probably break the law occasionally but not to the point of spilling blood or destroying property. The New Activist has had to spill blood and destroy property but never because of a plan to do so. He generally has been involved in situations when either the anarchists or right wing escalate the situation into rock-throwing, club-swinging, etc. The New Activist wants change and chooses to use his rights and institutional contacts for trying to bring change. He will go to the snows of New Hampshire to support a political candidate of his liking. He will be in the Peace Corps or urban centers. He will be in civil rights activities.

The Concerned Liberal is also committed to seeing the establishment change but he rejects most of the new activism and certainly is opposed to revolution as a workable vehicle for meaningful change. He may have personal, family, and professional commitments that do not permit much opportunity for prolonged activism. The Concerned Liberal is generally holding his own within the institutions operated by the establishment. He is generally very law abiding and from all superficial appearances is very contented with the institutions in which he works, plays, buys, sells, learns, and worships. But he is an infiltrator. He wants change and he goes through the designated channels to cause change. He is on the local high school faculty. He is in the pulpit. He is involved in local politics. He takes his stand in small groups and works hard for political causes that he feels necessary. He will be an activist on week ends and whenever his conscience and capacities permit him to do so. As a student, he does well enough in his work to remain a student but is probably very upset with the system in which he has to jump through so many hoops. He will stay with it because his master plan is much greater than the present moment.

The Uncommitted is just that; he is not committed to the way the establishment is operating but he doesn't have any other commitments to speak of either. He is left-of-center because of his opposition to everything to the right of him. He may be involved in demonstrations and protests but he is suffering from myopia and cannot see the forest for the trees. He is involved in the activist's causes but they are not yet his own. He will generally do anything the activists tell him to do as long as it provides personal and emotional satisfaction. He is not committed to the kinds of political and institutional goals of his more left-winged contemporaries and so he will probably turn and run when the going gets rough. He is the one the establishment points to and says, "See, he is all protest and has nothing constructive to offer in return." He is generally in front of a network TV camera. He's short on guts and very short on marbles. His cause, if any, is the act of protest and not change in the long run. He has learned the cliches and wears the uniform but he hasn't the commitments to go with it.

The counterpart of the Uncommitted within the establishment is the Common-Man Complacent. He is also uncommitted to much of anything, but he is on the inside looking out. He is the dead fish within the mainstream. His direction of travel is with the current. He is basically unplugged. He is not even astute enough to know where his bread is buttered. But as accident would have it, he is umbilically tied to the establishment and nonchalantly does what a good boy is supposed to do. It is not that he is actually for anything the establishment purports, it is just that he doesn't know any better.

As long as the establishment nourishes and pampers him with clothes, cars, food, and occasional sensuous delights, he will give them his feeble support. He will probably get some satisfaction from being called the silent majority. His presence is felt in the ballot box because all of the others a are so splintered, he remains a silent residual. He never becomes a plurality but will often carry the vote because he outnumbers each of the factions.

The Concerned Conservative is the peaceful person who very much likes the system he is in. He is committed to the establishment and wishes it to be preserved. He is generally affluent, if only first generation. He is tolerant of most persons to the left of him but occasionally is flushed into the open enough to indicate his controlled hostility at the left-wing attacks against the institutions and life-style he loves. The Concerned Conservative is not completely opposed to change but he wants it to come at a calculated pace and to be administered by the establishment. The Concerned Conservative obtains the highest grades in school and college, he gets the promotions in business and industry and he flatters the system that provides these rewards. He is the student the Kiwanis takes out to lunch once a year. He makes a good church member, gives endlessly to charities, service clubs, and the united way. He does not accept the idea that things are changing and generally expresses himself by saying, "Now, let's not go too fast." He is the Jack Armstrong, all American type. He knows where his bread is buttered and he makes the best of it. He is generally unwilling to accept any responsibility for great problems the country is experiencing, i.e., Vietnam war, poverty, ghettoes, race problems, etc. He generally intellectualizes the problems and concludes the problems are external to him, i.e., big government in Washington, the Communists, racial inferiority, etc. He is very certain of what is right and wrong. If there is a silent majority, he and the Common-Man Complacent comprise it.

The Reactionary Activists only have causes when the Liberal Activists do something. Their cause is anti-cause. They purport to preserve the establishment, but in effect, they are opposing the left-wing. They seldom do anything that is pro-establishment activism; they are always on the defense. They will not break the law as will not most of the left-wing.

The Reactionary Activists are very involved in politics and other institutional preservation activities. If the leftists publish a paper that uses some obscene words, the Reactionary Activists have a decency rally. If there is an anti-Vietnam War parade, the Reactionary Activists stage a pro-Vietnam War parade. They are anti-anti.

The best example of the Alienated Hostiles would be the Hell's Angels. It is one thing to defect; it is something else to be kicked out the door. Now Johnny can come marching home again if he is in Group 1, 2, etc., but he wouldn't get inside the door with the police record and the taking of drugs which are characteristic of this Alienated Hostile. Commitments are personal gratification made possible by in-group and out-group exploitation. They are thugs in hippie attire. They have adopted many of the characteristics of the left-wing life-style but tempered it with felonies and misdemeanors. They do not particularly care to change society, but just want to get their kicks. They may appear in occasional demonstrations but never for the political commitments others may have. They live by the guts and will probably die by the guts.

The Happener/Swinger is the hippie of the 1964 era. He has opted out of the mainstream and has developed a subculture around the virtues of love, peace, and flowers. He has removed himself from the society which he believes is inhabited by machines and hypocrites. He lives a life defined by his senses. He finds great satisfaction in the sheer act of expression. He is very present-oriented and committed to expanding his powers of experience. Drugs, mysticism, and exotic group experience are instrumental in the expansion of experience. He really means love and peace. He would never willfully break the law or offend someone. He is committed to living peacefully with everyone and generally rejects anything that would make people less than human. He is Woodstock and not Columbia. If he is naive he will never be convinced of it. He is honest and sees people as ends and not as means to some other purpose. He has no power motives only people motives. He has commitments to be sure, but these commitments are outside the kind of commitment society is used to experiencing or fighting. How do you fight love, peace, honesty, and the like?

Every classification system has its problems. No person conveniently fits one category all the time. The above varieties of people are not absolute or binding but merely reference points on a continuum. A person could be at various points politically, socially, religiously, economically, educationally, etc. True, a person is generally localized near some concerted point, but he will have his times of inconsistency and variation.

A person could be on the left-right social theory continuum and still adopt many of the characteristics of the Happener/Swinger. This coalition suggests the concept of the counter-culture. It is a total counter-culture, replete with political positions, social positions, art forms, language, and appearances. The Concerned Liberal, the Uncommitted, the Common-Man Complacent, and the New Activist could all assume many of the life-styles of the Happener/Swinger.

One can hardly go by outward physical appearances in classifying persons in various of these groups. The conservative is probably the shirt-and-tie, blazer, crew-cut type. The liberal is probably the hairy non-conformist in his appearance. The more subtle and clever persons will not be so obvious. The Concerned Liberal may appear as straight as any conservative, but don't misinterpret his reasons for doing so. Conversely, a person may walk into the room who has long-hair, beard, beads, bell-bottoms, and boots and most members of the establishment would not know if he were a member of group 1, 2, 3, 4, 9, or 10. Here is where the tragedy begins. Stereotypes lead to prejudice and prejudice leads to conflict and mistrust. From there on the story is usually told by the news networks.

It is Woodstock, Columbia, or the JC's; response, revolution, or reinforcement, respectively.

APPENDIX L

EXAMPLE OF INVITATION TO EVALUATION TEAM

For the past year our "Soul City Research Project" has been in operation here in Tuscaloosa. In accordance with the requirements of the office of Health, Education and Welfare we must make an evaluation of the project. We would like to invite you to serve on our evaluation team.

As an evaluator, you may visit Soul City at your convenience, anytime before May 27. To meet HEW's requirements we need to have the written report into our office at that time.

Enclosed you will find a brief description of the Soul City Project. If you agree to serve on the Evaluation Team, we will send you guidelines for evaluating the project.

Your assistance in this matter will be greatly appreciated and very valuable. You may let me or my assistant director, Mrs. Ann C. Stapp, know when you would like to visit Soul City and we will be glad to make the arrangements.

Sincerely yours,

(Mrs.) Mary Catherine Beasley
Project Director and
Director, Continuing Education
in Home Economics

Appendix L

EVALUATION TEAM MEMBERS

Miss Louise LeCompte, Institutional Nutrition Consultant, Bureau of Licensure and Certification, State Department of Public Health, Montgomery, Alabama

Mr. Peter Walmsley, Plans Coordinator, Alabama Development Office, State Economic Opportunity Office, Montgomery, Alabama

Mrs. Betty Steele Turner, Special Supervisor, Home Economics Education Service, State Department of Education, Tuskegee, Alabama

Mr. Norman Parker, Coordinator, Adult Basic Education Section, State Department of Education, Montgomery, Alabama

Miss Mildred Bethea, Supervisor, Division of Services for Children in Their Homes, Bureau of Child Welfare, State Department of Pensions and Security, Montgomery, Alabama

Mr. Prentiss Wilson, Director, West Alabama Rehabilitation Center, Tuscaloosa, Alabama

Mr. Earl C. Pippin, Executive Vice-President, Alabama Consumer Finance Association, Montgomery, Alabama

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Soul City Report
May 1971

Special Demonstration Project For Involvement Of Adult Residents Of Soul City, Tuscaloosa, Alabama

Volume III - Public Relations

Continuing Education in Home Economics
University of Alabama
Tuscaloosa, Alabama

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III

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APPENDIX M

"Fish Fry at Buzzards Roost Helps 'The Club,'" The Tuscaloosa News, Sunday, March 30, 1969, by Lee Seay, News Staff Writer

"The miracle of the loaves and fishes is about to be repeated!" joked Mrs. Emily Strong. "If they keep using one pound per person we're sunk."

While Mrs. Strong talked Friday afternoon, she was constantly interrupted by questions from her heterogeneous groups of "cooks" as somewhat frantic preparations for a most unusual fish fry went on.

The scene was two adjoining one-room apartments in the building at 1017 14th St., in the black housing area sometimes known as "Buzzards' Roost."

The front porch sags, the floor is uneven and the walls are cracked--but there are brightly colored, ruffled curtains at the windows and a large hand-lettered sign in front which says simply, "The Club."

Confused enthusiasm was the general mood inside "The Club" as volunteer cooks prepared to sell about 600 fish dinners in a fund-raising effort to keep the four-room neighborhood facility.

"The Club" has had an interesting history.

Last year, rent on the four rooms was paid by Operation Outreach and the facility was used as a nursery school. Then the Episcopal nursery at St. John's Church opened, and since then the facility has been used by a number of different volunteer groups and the neighborhood citizens themselves.

The U.S. Department of Agriculture's extension service has given cooking lessons and nutrition programs. Clothing and textile students at the University have taught sewing lessons. Volunteers from the school of social studies have given counseling. Other students, some of them from the Experimental College's "Sunshine Club," have taught sports and led recreation groups.

Mrs. Strong's child and family development classes at the University work at the four-room center on a volunteer basis as "field training."

And Operation Outreach pays a neighborhood mother to keep an eye on children playing around "The Club" every afternoon. There are more than 200 children in the 14th Street neighborhood.

"It's a free-for-all," Mrs. Strong said. "Everybody uses the facility."

But the Tuscaloosa Opportunity Program money for the rent ran out in March.

In order to keep the now-thriving "Club" alive, somebody has to pay the rent, and that's what the fish fry was all about.

"The University extension division has applied for a federal grant to set up a pilot program here, and we're trying to hang onto this facility until we hear from them," explained Mrs. Strong.

"The philosophy behind it is that we believe that the parents and young people themselves should be involved in self-help . . . we're all experimenting with what happens if you bring a facility into a neighborhood. We know it isn't satisfactory to take the neighborhood citizens out."

"Besides," added Mrs. Strong, "the University has a selfish interest. It gives our students a wonderful opportunity for field work and balances their other experiences."

Mrs. Strong does not expect to hear whether or not the grant was approved for another month or two, but from the looks of things Friday afternoon, the fish fry would put "The Club" on its feet.

The University Presbyterian Church has underwritten the rent for spring, but the fish fry should cover that as well as pay for recreational equipment and such things as cooking ware, which are badly needed at "The Club."

Everybody interested had pitched in to help. Sororities and fraternities had donated things, the Alabama Power Company had furnished the "frying machines," child development classes were making hushpuppy batter and coleslaw in the Doster Hall kitchen at the University, and neighborhood residents were stacking plates and boxes and forming an assembly line to pass out the dinners.

UNIVERSITY OF ALABAMA NEWS BUREAU

Edward O. Brown, Director, UA News Bureau, Box 6153,
University, Alabama 35486 (Phone [AC 205] 348-5320

By Charlotte Cabri, University News Bureau, April 13, 1970

In a section of Tuscaloosa known as Soul City, families of six and seven members live in two room units. There are no bathrooms. Instead, families in adjoining units share an enclosed toilet. Seventy to 80 percent of the families have a woman as head of the household. Poverty has been a part of these families for generations.

But something is happening to change Soul City.

The University of Alabama, through an HEW grant, has initiated a program aimed at motivating and educating the adults in the 56-unit project in Tuscaloosa.

Activities center around "The Club," a community center made up of four units in Soul City and staffed by Miss Ora Lee Brown, administrative coordinator, and Miss Carolyn Pitts, secretary. Here adults meet for basic education classes. Women are taught how to sew. They learn how to buy and store food. Speakers are brought in to tell the residents about Food Stamps, about Alcoholics Anonymous and about legal rights in terms of housing.

Dr. Mary Catherine Beasley, project director and director of the U. of A.'s Home Economics Continuing Education Services, doesn't expect miracles from the program. "These people have had so many bad deals handed them," she said, "that they can't believe people are really in there to help them."

So Dr. Beasley and Miss Brown feel they are making progress if only two women of the 138 residents have begun sewing in their own homes. They take pride in the fact that at least one man has attended all of the basic adult education classes.

Sewing is a continuing activity at The Club. Like most women, explained Miss Brown, the ladies would rather make something new than alter hand-me-downs. One lady recently made a suit with matching hat, and six women have made aprons to protect their dresses while they are working.

Mrs. Bertha Bates, a Soul City resident, became so involved in The Club's activities that she has been hired to help part time at the center.

Because only ten of the families have refrigerators, Miss Brown began teaching how to select the freshest foods and how to store them.

Problems arose when she tried to convince the ladies that casseroles can be both tasty and economical. The women do not like one-dish meals, though two have tried using them in their homes. Their families like most, pointed out Dr. Beasley, prefer a meat dish accompanied by vegetables.

Miss Brown has demonstrated ways of utilizing low cost foods and has tried to impress upon the women that it is more economical to buy foods when they are in season. She said many of the families were already using dried beans and that this is a good supplement for meat because it is a protein food.

U. of A. students from the School of Home Economics and School of Social Work are involved in the Soul City program. They teach sewing to junior and senior high school girls, offer tutoring to youngsters having a difficult time in school and have developed planned recreation for the children.

Because some of the families have no transportation and no washing machines, washers and dryers were set up in The Club. Rosa Tucker, an asthmatic, opens the wash area for Soul City residents and is paid a small salary for her services. This enables her to buy the medicine prescribed for her asthmatic condition.

Through the Soul City project, one lady who had been bedridden for three years now has a walker. A Public Health nurse visited the community and every child has now been immunized. Children congregate at The Club where they can play the piano, read in the small library and join in recreation.

Home improvement has been a part of Soul City, and some of the women have used cardboard and adhesive paper to enclose the area under the kitchen sink for storage. The men have received instructions on repairing lamps.

Through crafts classes both adults and children have learned to make shelves and wastebaskets. A clean-up campaign was held, and trash receptacles were placed in the community.

"Our biggest problem is apathy," said Dr. Beasley. "The people in Soul City have lived in poverty so long that most of them think only of today and immediate demands."

But now, through motivation and education, the Soul City workers are waging a quiet war against the poverty and apathy that have enchained the Soul City residents for so many years.

The above article was carried in the Huntsville News, April 16, 1970, under the title, "U of A with HEW Grant Aims to Motivate and Educate Soul City," and in The Cullman Times, Sunday, April 19, 1970, under the title, "Aid On Way for Soul City."

"Soul City Has Little Else But Things Are Looking Up," Montgomery Advertiser, April 21, 1970.

Tuscaloosa--"All you've got to have is soul," a popular song advises.

But people in Soul City here know that isn't so.

In a section of Tuscaloosa known as Soul City, families of six and seven live in two-room units.

There are no bathrooms. Instead, families in adjoining units share an enclosed toilet.

Seventy to 80 per cent of the families have a woman as head of the household.

Poverty has been a part of these families for generations.

They've got soul, all right, but precious little else.

"The times they are a-changing," another song promises. And luckily it's true--in Soul City just as in other parts of the country.

The University of Alabama has started a program aimed at motivating and educating the adults in the Soul City. The project is being financed with a grant from the U.S. Department of Health, Education and Welfare.

Activities center around "The Club," a community center made up of four units in Soul City and staffed by Miss Ora Lee Brown, administrative coordinator, and Miss Carolyn Pitts, secretary.

Here adults meet for basic education classes. Women are taught to sew. They learn how to buy and store food, and speakers are brought in to tell the residents about food stamps, Alcoholics Anonymous and legal rights in terms of housing.

"The Fearlessness of Revision," The Journal of the American Public Welfare Association, XXVIII, No. 2 (April, 1970).

The Story of Buzzards Roost

Introduction

The Birmingham News, Birmingham, Alabama, carried a feature story on December 14, 1969, written by Mary Avis Todd, Associate Professor of Social Work, University of Alabama. Miss Todd observed that "university students, in the last decade, have had feelings bordering on desperation and in some instances leading to dissent and even violence, because they have been deprived of helping and leadership roles, not only in their colleges but in their communities and in the society to which they belong.

"This absence of channels which provide an opportunity for constructive participation in helping solve the problems of individuals, groups and communities has led to confusion, feelings of having no contribution to make, and puzzlement as to where preparation for an effective citizenship role begins.

"A most impressive number of students, both graduate and undergraduate, as individuals and in groups, are now providing valuable services to the community by spending hours --so endless that no attempt is made to count them--in working in disadvantaged areas, and in school and institutional settings in this state.

"These are the students who, not because of requirements for academic credit, wish to give their time and efforts to help meet the health and education needs of individuals who are less fortunate.

"All schools and colleges, as well as social organizations, are represented in a widespread movement of this nature at the University of Alabama. Student financial support comes in the form of limited funds granted by the Student Government Association.

"There has been a phenomenal growth in student volunteer activity in this area since the fall of 1968. The origin of this interest most often comes from class content which points to areas of deprivation and need. The student requests often come in the form of the question 'What can I do to help?'

"Those responsible for developing the programs realized that, as always, there must be something specific and rewarding for the volunteer to do immediately; if a task is not readily available, his motivations are lessened. In most instances, after the first contact with an individual in need, the volunteer was given an opportunity to express his or her reaction to the experience.

"The most frequent response is the wish for an opportunity to learn better ways of helping. (Training classes have been organized on an informal basis and are planned to relate directly to the projects selected by the students.)

"The assumption that volunteers must be given extensive training and rigid structure before being capable of working with people was discounted long ago. By working in very real situations, their effectiveness increases with their interest.

"The most hopeful aspect of these student activities is in their impact on the future of society. There are plans now being implemented which offer volunteer participation in various levels of local government.

"From the group of volunteers now active, the leadership in public affairs, so surely needed, will be the next logical step in their assumption of responsibility."

The Story of Buzzard's Roost, which follows, is an example of the kind of service activity in which students are involved. Miss Todd gives the following background information on the project.

"Early in the fall semester of 1968, Mrs. Emily Strong, Instructor in Human Development and Family, in the School of Home Economics, mentioned to Professor Mary Avis Todd in the University of Alabama, School of Social Work, the great need for the skills of social workers in the Buzzard's Roost area. Mrs. Strong, her colleagues, and volunteers from her classes, felt that the many needs of the area residents could be met only by social work participation. Professor Todd discussed the proposal in the first year course in Social Work Practice with Individuals and Families. Mrs. Janet Carter and Randall Somerville, class members, expressed an interest in working in the area. Reva Robinson, another first year student, also became involved. The students were permitted to use the experience in the area as a partial fulfillment of requirements in Social Work Practice with Communities taught by Professor Jerry Griffin.

"As the activities of the volunteer students developed and their unique approach seemed to result in goals desired and attainable by the residents, the impact on the residents and others working in the area became quite noticeable. Very shortly after their first group meeting in a small rented building in the area known as the Club, the classes given by Home Economics had many more applicants and participants. More interest and activity in community action was observable. Requests by the parents for youth activities were made and volunteers from the University became available--many through the Association of Women Students.

"The Tuscaloosa Opportunity Program (TOP) withdrew funds from the area except for a part time staff member, Mrs. Bernice Washington, an extremely able indigenous worker. Mrs. Emily Strong and the Home Economics Department, along with area residents and volunteers, organized and sponsored a fish fry which provided funds for continued rental of the Club. This enabled the volunteer students and other volunteers to continue and to develop programs. At this time, the area residents decided to change the name of the community to Soul City.

"Financing a more comprehensive program in Soul City had often been discussed by the Departments of Home Economics and Social Work. A suggestion was made by Mrs. Strong to Miss Bethel Fite, Extension Department administrator, that the activities of Home Economics and Social Work be increased, developed, and assured a definite financial base. This interchange led to discussions with the Extension Division, Home Economics, the Tuscaloosa Opportunity Program, and the School of Social Work. The suggestions of the students in Social Work were incorporated into the proposal's concept and their manuscript became a part of the proposal. Funds were granted in June, 1969, from the Office of Education, DHEW, which involved Home Economics, the Extension Division, and Social Work. The groundwork provided by the volunteer students led to program and service developments which were amazing. Work-study and many more volunteers became involved in intervening in social service, health, recreational and action systems. A demographic study of the area (the first), was made.

"Group sessions for all ages were organized around crafts, music, athletics, art, cooking and sewing. Folk music sessions and teen age dances were organized.

"A law school student conducted a study on the efficacy of the state warranty law and worked with some of the residents who had no knowledge of their rights.

"A public health program for the treatment of venereal disease was promoted. At the present time, a group of volunteer nurses provides services for the area.

"Special Education students conducted a replica research project which pointed to the fact that a group of children were not retarded as a study had indicated. Previously, the social work volunteers had suggested that the children were not retarded. Later, a poverty program worker said the children had been so identified because this would qualify the area for Federal funds to support a day nursery.

"Many referrals were made to agencies and resources--food stamps, pre-natal clinics, family counseling, and the Department of Pensions and Security. Some of the families have been helped to locate and move to better housing.

"In all areas of social work activity the principle of involvement--feed forward, feed backward--formulated by the students was followed in the project. This approach continues to be the framework for social work activities."

The Story of Buzzard's Roost

Mrs. Janet Carter, Reva Robinson, and Randall Somerville are second-year students at the University of Alabama School of Social Work. Their paper was submitted to the journal by Professor Mary Avis Todd, a member of the faculty of the school and the advisor to the project described by these sensitive and committed young social workers.

Before describing procedures of study, assessment, and proposed intervention, let us make one perfunctory note. We realize that our approach was hindered by our lack of knowledge. It also seemed that we often plunged into the fray unarmed. However, we discovered that by jumping in and grabbing "facts" (not the best method, but the only one we knew), we were able to shape those facts into tools suitable for our goal toward hacking out a problem.

Our first concern was to decide what was to be the problem for our paper. We could state that we surveyed the plethora of pressing community problems and decided that the "Buzzard's Roost" situation was indeed the most pressing. But for the sake of honesty, let us go on record as saying that Miss Todd (Associate Professor, School of Social Work, University of Alabama) told us there were problems in Buzzard's Roost worthy of our attention.

After our first visit to the area, we felt not only an academic interest in "doing good" for these economically, socially, and psychologically deprived people, but also an obligation to bring whatever community resources we could muster into a program that would help them to help themselves.

Buzzard's Roost is a two-block area located on 14th Street, between 10th and 12th Avenues. A railroad track runs between 14th Street and 15th Street. A six-foot wall, built during "Reconstruction" days to separate the blacks from the whites, still divides the area from the white community.

Buzzard's Roost consists of two rows of one-, two-, and three-family substandard houses. The two-family houses share a common bathroom--bathroom in this instance meaning commode, as there are no bathing facilities provided. There is very little space between the houses; the yards consist of mud, no trees, and no grass. The only available play area in the community is in the street or between the railroad tracks. There are approximately 62 families in this two-block area--some 350 inhabitants, 200 of whom are children.

Multiproblems in Multisystems

Denoting "a problem" was fairly difficult in that there were several problems incorporating various systems. Much of our project has been concerned with pinning down one problem to attack. The community system seemed totally dysfunctional because of breakdowns in the family system, economic system, religious system, education system, welfare system, and recreation system. Each of these subsystems was found to be either totally or partially dysfunctional.

Many families were broken, with only a mother present. Of the families that were intact, the father, the mother, or both were alcoholic, or showed this tendency. We noted few friendship cliques between families, as community dwellers on the whole either did not have time to associate with their neighbors, or chose not to associate. They were quite verbal in expressing one reason or the other. Peer association seemed haphazard and served to promote skills in profanity, sexual laxity, or criminal introduction. (We received this information from parents and Mrs. Bernice Washington, Area Worker, Tuscaloosa Opportunity Program. The crime rate for the area is very high and the children have poor examples to follow.) The economic status of the entire community appeared to be below the poverty level. Facilities for community socialization are nonexistent except for the center described below; and the center is not properly serving this function. Mental health, as well as physical health, is under par when observed across the board.

Starting at the Center

The Tuscaloosa Opportunity Program (TOP), through its Operation-Outreach, has provided one section of a three-family house for the community center. About 500 square feet at most, it consists of four small rooms, one of which is a kitchen. The center can accommodate approximately 15 children comfortably at one time. Originally, this center had served only the function of a day-care facility. It now is operating as a community center.

The center served as our entree into the community at the suggestion of Miss Todd. Mrs. Strong (Mrs. Emily Strong, Instructor in Human Development and Family, School of Home Economics, University of Alabama), of the University Home Economics Department, had become involved with the center by using several members of her class in the organization and provision of recreational activities for the children in the community. She felt it would be useful to have students from the School of Social Work involved in these activities. She passed the word to Miss Todd, who passed it to us.

The center provided by TOP served as the first and, as far as we have been able to discern, the only community resource that can be considered a part of the community. Unfortunately, the community people do not look upon the center as being a community resource since they have so little actual involvement with it. They have absolutely no control over activities, neither actual, nor advisory.

However, since the center does operate to serve the entire community, especially its children, its untapped potentials are affecting the entire community. Naturally, the people do not realize this as they are unaware of the varied potentials for service that the center actually has. The children of the community seem most affected since so few of them are enjoying, benefitting, or being exposed to the meager services that are offered. This results from several factors. The activities are poorly structured, thereby leaving out various age and interest groups. Parental prevention negates much participation because of negative feelings toward the center and its personnel.

Initial Action Group

One of our first tasks was to organize our initial action group. This group included Miss Todd, Mrs. Washington, Mrs. Strong, Mrs. Mack (Mrs. Sarah Mack, a community leader in Buzzard's Roost), and ourselves. Our roles will be described later. At present, let it suffice to say that all of us had expressed an active interest toward community betterment. Therefore, our job, rather than to form the initial action group, was to pool their resources.

We realized that Buzzard's Roost is a multiproblem community with multiproblem people. Our readings from Seligman, Harrington, Miller, Kolko, and Galbraith (Ben R. Seligman, Poverty As a Public Issue [New York: Free Press, 1965]; Michael Harrington, The Other America: Poverty in the United States [New York: Macmillan & Co., 1962]; S. M. Miller, Social Class and Social Policy [New York: Basic Books, 1968]; Gabriel Kolko, Wealth and Power in the United States [New York: Frederick A. Praeger, 1962]; Kenneth Galbraith, The Affluent Society [Boston: Houghton Mifflin, 1969]) served to illuminate the fact that the poverty of Buzzard's Roost was only one factor in a larger social, economic, and political vicious circle, which has had, and will continue to keep the people in its grip. We were nevertheless, overwhelmed. Where should we start? "Which problem is most urgent, and which can we work with most effectively?" These were our initial questions. They involved much hashing and rehashing, as we knew our time would be limited.

We decided to build on the already existing program maintained by Mrs. Strong, which was being provided on several afternoons a week. Because the yard conditions made the area unsuitable for baseball, football, or other running games, we decided to locate a different play area. After surveying the surrounding blocks, we chose Verner School playground, three blocks away, as the most feasible spot. We decided that if the children could use the Verner School play area, the center could be used during the afternoons for a more extensive program. The purposes we had in mind would involve parents and older children in productive programs of activity.

Result of First Big Decision

Thus, we made our first mistake. We had made the decision of what was needed and how it was to be achieved. We had had lengthy interviews with Mrs. Strong and with

Mrs. Washington, and had received their subjective evaluations of the community situation. Their evaluations indeed were invaluable, but we had not considered the people whom we were hoping to "help." We did not know what their perception of our "help" would be. It could well have not been help at all in their estimation.

We decided that we needed to reevaluate our problems and goals. We were still determined to help the children. However, having assimilated a little more knowledge of the community, we felt we must not only provide a service, but also gain local support and, indeed, stir local demand. We proceeded to canvass the neighborhood with the objective of finding out what the parents wanted for their children's recreation. We needed to know what proposals they had, and what chances we had of enlisting their support and aid.

Seeking Help

We invited all of those canvassed to a meeting to discuss the recreational problems and any others they wished to bring up. We had coffee and doughnuts. Only one parent came; we managed to coerce two other parents to attend by making a quick walk through the community pounding once again on doors.

From this meeting we learned much, but most important was the fact that we were in a "damned if you do, damned if you don't" position. The people had been let down by "outside helpers" before; yet they expected the outsiders to bring about miracles overnight. If the outsiders did bring about change, the majority of the residents of Buzzard's Roost complained that they had had no voice in the matter. We are sure they had had no voice in many previous community projects. It was obvious from the turnout for our "mass meeting" that the people were quite responsive in talking about their needs, but were not as eager to take part in any action. We encountered both apathy and enthusiasm.

We realized also that the people needed a specific success in some area to possibly breed other successes. This would serve as the first break, we hoped, in the vicious failure cycle they seemed to be experiencing. Another salient factor ascertained from the initial canvass and meeting was the degree of jealousy and nontrust among the residents. The people we talked to, and who seemed willing to cooperate, informed us of the difficulty we would encounter enlisting community participation. They mentioned the jealousy aspect in that the keeper of the key to the center, Mrs. Mack, was envied and disliked. We discovered also that while the first meeting was going on, several of the people who had been too busy to come, had gathered to discuss what they thought we were doing. We were told that the people felt it was not worthwhile since "nothing would come of it anyway."

Try, Try Again

Armed with these new facts, we had our second meeting. Our membership had grown to seven. We tried to express the needs and suggested remedies given us by the residents. We again found ourselves at a point of reevaluation and redirection. (We do not mean to make ourselves seem as simpletons, for we did much extraneous evaluation, much narrowing and delimiting, and much focusing throughout all of this time. However, we found it prudent to make shifts as the facts and situation warranted.)

From our canvassing and meetings we learned how the Buzzard's Roost populace viewed us and our role as helpers. We set out to correct the misconception that we were "taking charge" by continually asking, "What do you want? How can we get it with you?"

As far as Verner School was concerned, we discovered the parents were not willing to aid in taking turns supervising the children at Verner. "Not willing" should not be taken in its general connotation, however. Several of the mothers work for unreasonably long hours. Others, however, do not work but simply do not want the responsibility of supervising the children. In essence, the people expressed sincere concern about the children not having a play area, but were slow in responding to active participation in a supervisory position. There seems much to be said for this reaction--one aspect being apathy, and another being realism.

True enough, a parent should be eager to improve play conditions by actively participating where needed. However, once this responsibility is accepted, he may be held accountable by the parents of all children present for whatever might go on. This is indeed an awesome responsibility in a community of such diversified characteristics and personalities; of these, rampant alcoholism, ignorance, and jealousy.

Learning the People's Wants

By constantly pressing the people with "what do you want," we found the recreation idea to be our goal, not theirs. Further questioning revealed desires for jobs for teenagers; knowledge of homemaking skills for adults, as well as children; and a socializing medium for the parents.

We then reflected and summarized our position: The people expected us to do something; they wanted to be a part of the decision-making; they were skeptical about being actively involved and would need pushing; jealousy excluded the training of one strong leader; they wanted jobs, knowledge of money-saving, and homemaking skills.

With these postulates before us, we then endeavored to determine our resources, both material and personal. The job was to integrate the problems and resources into a workable scheme. We saw our resources as follows:

Community Center--provides shelter for play and facility for teaching homemaking skills. It can serve also as a meeting place for the parents on a social or community-action basis.

Games and Toys--children can be exposed to positive activity and taught the uses of various equipment provided. Aimless activity, fighting, and profanity may thus be curbed. The children can be occupied constructively off the streets.

Interested Parents--can be used as the core group to initiate interest and to inspire others to join. If they motivate other parents the full participation of the community may be realized and continuity of the program will be enhanced.

Verner School--the playground can be used in the afternoons to provide additional play area. The University students can use the area to play ball or other games that are presently being carried on between the railroad tracks.

Mrs. Washington--TOP representative in the community--can provide more recreational equipment, and also serve as a future link between TOP and our prospective program. This could incorporate the Neighborhood Youth Corps as well as Operation-Outreach.

Mrs. Strong--serves as a link between us and the extension service we hope to incorporate to further homemaking skills. She also serves as an avenue to other available potential resources such as work-study students to help direct play activity, Federal funds, related extension service, personnel, and other community interest groups that may prove valuable resources.

Scheme of Action

It is difficult to decide whether our scheme determined our usable resources, or whether our resources determined our scheme. Our evaluation and subsequent scheme was based on several factors. First, the problems of Buzzard's Roost were multidimensional. Second, time was limited. Third, physical resources appeared adequate; personal resources appeared inadequate, yet available.

The problem then was to find out what was needed and how best to implement programs to satisfy these needs. We hypothesized that the people were best able to determine their needs as they had expressed them in the meetings. A professional could best interpret these needs and marshal resources; we assumed this share of the responsibility.

After much more hypothesizing, feasibility testing, and "what-if-ing," we designed the following program which, in essence, is a feed-back loop with a social worker responsible for acting not only as a communicator, but also as a catalyst for social, economic, and possibly political change.

We have enlisted the aid of Mrs. Beasley (Dr. Mary Catherine Beasley, Director, Continuing Education in Home Economics, University of Alabama), from the Extension Service. She will establish home economics classes to be held in the community center. (Several of the teenagers expressed a desire to learn how to sew. We have found a woman to teach sewing once weekly and hope to place a sewing machine in the center.)

An equally important function has been assigned to Mrs. Beasley. She is submitting a proposal requesting Federal funds, through Adult Basic Education, to keep the center operating after TOP's funds run out. This will serve (if carried out), to acquire the two adjoining apartments and, in addition, to providing recreation for the children. The program will aim at reinforcing the community members in their daily lives, as well as helping them become better equipped for employment. It is hoped that within a year the community will be able to take over the project and secure funds for another year. Although an advisory committee will be used, the community will be involved (hopefully) in full participation in setting up and continuing the project.

Basic Program Formula

We feel that it is essential that the meetings of the future--at least the next few--be handled correctly with few demands being made and many rewards being bestowed. Social workers will attend these meetings and perform, primarily, a role of instigator and recorder. (Miss Todd has promised to provide social work students who will work in Buzzard's Roost as part of their field placement.) They will endeavor to steer the conversation toward expression of needs. It will be their responsibility to interpret these needs. After doing so, they must look into the community for resources to meet these needs. This may sound an infeasible and impossible role, but we have found that with miniscule imagination and perseverance, the possibilities are myriad. They could work through TOP (Operation-Outreach as well as Neighborhood Youth Corps), private groups such as AAUW or church-affiliated groups and many more.

This, then, is our basic plan of attack. We believe it will circumvent or eradicate many of the problems surrounding what needs to be done and how it should be accomplished. We sincerely hope that the program will provide the residents with a chance to say what they want. With this kind of help, several projects have already proved successful. One resulted in the total involvement of all children under 18 in a learn-to-swim program; and a group of volunteer nurses, two of whom have been on faculties of schools of nursing, now provide public health services in the area.

Breaking Through Helplessness

We foresee the people of Buzzard's Roost forming some degree of solidarity--something they totally lack now. We believe they will realize that they actually are getting results from the social workers and will look upon these workers as helping persons, rather than as crutches. As the social workers encourage the people's involvement, the community will form a more positive attitude toward the workers and the project. By accomplishing these goals, the people will become involved in a self-fulfilling experience with a promise of future successes and thereby break the vicious cycle of helplessness. We realize this may be youthful optimism. However, if the residents of Buzzard's Roost only become more solid, unified, and have a voice in decisions and action for social change, our purpose will have been served. They could proceed from this initial base to other concerted efforts, moving them and their children out of the hopelessness and the squalor of the present to the unlimited possibilities that may be achieved for all the people of Buzzard's Roost.

"Soul City--Where Rewards Come Big for Young People: Youth's Labor of Love," Birmingham News, May 20, 1970, by Lynn Edge, News Staff Writer.

Soul City.

The name is "now"--so is the idea.

The idea, that is, of young people reaching beyond themselves to help others. Not because they have to, just because they want to.

Soul City is an apartment in a low income district of Tuscaloosa. The project--designed to teach adults to read--is funded by the Federal government.

Most of the staff for Soul City, though, is made up of volunteer students from the University of Alabama.

"To tell the truth," says Mrs. Emily Strong, university instructor in Human Development and Family Life and a consultant on the Soul City project, "the students say they get as much out of it as the people they work with get. The experience is one of those things you can't put a value on."

Soul City is a unique approach to adult education in two ways. For one thing, the center is located in the community it serves. "You don't go to the center, it's right there with you," explained Mrs. Strong.

"The teaching method at Soul City is quite different too," she said, "The students teach adults to read by teaching them home economics skills. They learn to read by reading patterns and cookbooks."

Soul City is one of about seven or eight locations where around 200 University students do volunteer work with underprivileged people.

"It never ceases to amaze me how many new ways the students can come up with to reach and teach youngsters and adults who need help," said Mrs. Strong. "We've given them a lot of freedom to do their own thing and they come up with ideas that we never dreamed of."

For example, three students majoring in interior design took a run-down apartment in a low rent district and "re-did" it with odds and ends that were inexpensive but attractive.

They showed residents of the area who were interested how they could do the same thing in their homes with very little money.

"It was something they knew about that could help other people," Mrs. Strong said. "But we would probably never have thought of it by ourselves."

The students' work is as varied as the students themselves.

Many of the girls are holding classes for young mothers, mothers of teenagers, mothers-to-be and "would you believe," Mrs. Strong added, "even a course in planned parenthood?"

Boys who are in the School of Business are teaching consumer education classes on a very basic level. They simply instruct in how to get the most for little money or how to buy on credit.

Some of the young people find themselves trying to work with the community as a whole or with an entire family instead of the individual members.

"Some of the boys were worried because they couldn't get the fathers interested in any project," said Mrs. Strong. "But they kept trying and finally came up with something. I know it worked--they had an open house last week."

The thing that finally "got to" the fathers of families in need of help was a community project--to renovate an old house and make it a community center.

The university students started to work and soon found themselves with almost more people than they could handle--fathers, teenage boys, even whole families.

A good deal of the volunteer work done is work with children and young people. This, Mrs. Strong explained, is because "children are just more responsive than adults, and there are more of them."

It is in working with children that the university student "really gets creative."

They organize play groups for the children of working mothers, and Mrs. Strong added, "most of the play groups have educational overtones. The students usually bring crafts materials or something to let the children work with. There are times when they have to teach a child to hold a crayon."

They dream up expeditions for young children--not anything elaborate, but things like nature walks or fishing trips for children whose parents just don't have the time for that sort of thing.

Nineteen of the students have undertaken the task of tutoring truants--children who are "turned off on school." The tutors work in connection with the Domestic Relations Court. The court sometimes even releases the delinquent to his family on the understanding that he will meet regularly with his tutor and catch up on his school work. "This has to be the most challenging thing the students are doing--and maybe the most rewarding," Mrs. Strong said.

There are not many rewards for students who work in these programs--if by rewards you mean money or a big name.

What's in it for them?

Well, for one thing, long hours under some pretty bad conditions, like the students who worked on the apartment. There was no heat in it and they were working in the dead of winter.

But there is more than that.

"These kids come in and they tell me they know more about life now and that they've learned to work with all kinds of people," Mrs. Strong said. "They know too that they've improved the relationship between the low income group and the rest of the community. They've helped form friendships and dispel fears."

There's one other thing, she added, "and it's the one they get the most excited about. Every now and then one of them comes into my office and he's absolutely bubbling over because he's won the friendship and affection of a child. You wouldn't believe what that does to them."

EDITOR'S NOTE.--The jobs they do are many and varied, ranging from redecorating a low-income apartment in Tuscaloosa to registering blood donors on a bloodmobile. They're among a group of Alabama young people serving as volunteer workers in many areas throughout the state. This is the fourth of five articles on these young people.

"Soul City Life Slowly Changing," Decatur Daily, Sunday Morning, April 26, 1970.

UNIVERSITY--In a section of Tuscaloosa known as Soul City, families of six and seven members live in two room units. There are no bathrooms. Instead, families in adjoining units share an enclosed toilet. Seventy to 80 per cent of the families have a woman as head of the household. Poverty has been a part of these families for generations.

But something is happening to change Soul City.

The University of Alabama, through an HEW grant, has initiated a program aimed at motivating and educating the adults in the 56-unit project in Tuscaloosa.

Activities center around "The Club," a community center made up of four units in Soul City and staffed by Miss Ora Lee Brown, administrative coordinator, and Miss Carolyn Pitts, secretary. Here adults meet for basic education classes. Women are taught how to sew. They learn how to buy and store food. Speakers are brought in to tell the residents about Food Stamps, about Alcoholics Anonymous and about legal rights in terms of housing.

Dr. Mary Catherine Beasley, project director and director of the U. of A.'s Home Economics Continuing Education Services, doesn't expect miracles from the program. "These people have had so many bad deals handed them," she said, "that they can't believe people are really in there to help them."

So Dr. Beasley and Miss Brown feel they are making progress if only two women of the 138 residents have begun sewing in their own homes. They take pride in the fact that at least one man has attended all of the basic adult education classes.

Sewing is a continuing activity at The Club. Like most women, explained Miss Brown, the ladies would rather make something new than alter hand-me-downs. One lady recently made a suit with matching hat, and six women have made aprons to protect their dresses while they are working.

Mrs. Bertha Bates, a Soul City resident, became so involved in the club's activities that she has been hired to help part time at the center.

Because only ten of the families have refrigerators, Miss Brown began teaching how to select the freshest foods and how to store them.

Problems arose when she tried to convince the ladies that casseroles can be both tasty and economical. The women do not like one-dish meals, though two have tried using them in their homes. Their families like most, pointed out Dr. Beasley, prefer a meat dish accompanied by vegetables.

Miss Brown has demonstrated ways of utilizing low cost foods and has tried to impress upon the women that it is more economical to buy foods when they are in season. She said many of the families were already using dried beans and that this is a good supplement for meat because it is a protein food.

U. of A. students from the School of Home Economics and School of Social Work are involved in the Soul City program. They teach sewing to junior and senior high school girls, offer tutoring to youngsters having a difficult time in school and have developed planned recreation for the children.

Because some of the families have no transportation and no washing machines, washers and dryers were set up in The Club. Rosa Tucker, an asthmatic, opens the wash area for Soul City residents and is paid a small salary for her services. This enables her to buy the medicine prescribed for her asthmatic condition.

Through the Soul City project, one lady who had been bedridden for three years now has a walker. A public health nurse visited the community and every child has now been immunized. Children congregate at The Club where they can play the piano, read in the small library and join in recreation.

Home improvement has been a part of Soul City, and some of the women have used cardboard and adhesive paper to enclose the area under the kitchen sink for storage. The men have received instructions on repairing lamps.

Through crafts classes both adults and children have learned to make shelves and wastebaskets. A clean-up campaign was held, and trash receptacles were placed in the community.

"Our biggest problem is apathy," said Dr. Beasley. "The people in Soul City have lived in poverty so long that most of them think only of today and immediate demands."

But now, through motivation and education, the Soul City workers are waging a quiet war against the poverty and apathy that have enchained the Soul City residents for so many years.

"Paving the Way to Peace," Elk Grove, Illinois Herald, August 19, 1970.

Students going back to campus this fall stand a better chance of pursuing their educations free from the disruptive and all too frequent tragedy-provoking activism of past years.

Similarly, they will, no doubt, have a better opportunity to make themselves heard and their thoughts on peace, social progress and academic reform heeded.

This may be hopefully anticipated because the radical minority appears to be overwhelmed now, by the increasingly concerned moderates constituting the so-called silent campus majority. They have ceased to be silent.

The new trend--frequently with prestigious faculty and administrative support--is to work with democratic processes--articulate persuasion; participation in politics--to prepare for and help shape the society into which they will graduate.

The massive participation of normally moderate students in the non-violent Peace demonstration at the Ellipse behind the White House in Washington this past spring, was augmented rapidly by students from graduate Schools of Business Administration and the Professions who in addition to their concern over social progress, were no doubt further motivated by changes in their draft status.

Swiftly, with the radical minority defeated, but not necessarily completely deactivated as yet--they moved into the political area in anticipation of the fall elections.

Groups participating in the Washington Demonstration quickly seized upon Administration invitations to confer with Federal officials.

Combinations of representatives of colleges and graduate schools set up "permanent" Congressional lobbies to espouse their causes.

Several of the nation's leading Business Administration schools, whose student bodies have never been involved in campus activism before, sent delegations to a Wall Street demonstration, which broke up into groups to keep appointments with the corporate community's most important executives, to tell them what was on the minds of today's students-in-training for responsible careers in the financial and business world of tomorrow.

Most significant, it would seem, is the way the movement was dramatically launched at the upper middle class

Ivy League University of Princeton, with the blessings of President Robert Goheen.

Students are to have two weeks of freedom from classes just prior to the Congressional elections in November to campaign for candidates sympathetic to their peace, social progress and academic objectives.

Other institutions of higher learning are falling into line behind the Princeton plan.

This, too, can be practical education for the college age youth of America, in uses of peaceful methods to achieve social progress.

University of Alabama--"Soul City Project," in which one faculty member and a group of students from each of the departments of the university will work in a low-income, predominantly black housing area of Tuscaloosa to help wipe out illiteracy.

University of California, Davis--An environmental studies program, with professors and students housed in the same quarters in which classes are conducted.

University of Connecticut--Students will join members of the faculty and staff in planning a major program in environmental problems research, a year-long study supported by a $145,000 grant from the National Science Foundation.

The above article appeared also in the Wheeling, Illinois Herald, August 19, 1970; Mount Prospect, Illinois Herald, August 19, 1970; Palatine, Illinois Herald, August 19, 1970; Rolling Meadows, Illinois Herald, August 19, 1970; Prospect Heights, Illinois Herald, August 19, 1970; Hoffner Estates, Illinois Herald, August 19, 1970; and Buffalo Grove, Illinois Herald, August 19, 1970.

"Willie in Soul City Finds Way Thanks to UA Project of Help," Crimson-White, October 8, 1970, by Betty Bradford, Special to the C-W.

Willie's small black face peeked out cautiously from behind the cover of gray wooden steps. The rotten boards shielded him well from the strangers who walked toward his two-family dwelling on 14th Street. His big eyes grew wide with curiosity as he wondered why the well-dressed visitors had come to Soul City.

This little boy, along with 57 other children and young people, lives in one of the worst slum areas of Tuscaloosa. There are 93 people living below the poverty level in this one-block area next to the railroad tracks, two blocks from Tutwiler dormitory.

To support her nine children, Willie's mother holds a service job at the University, as do the majority of Soul City residents who are employed. Half the families are on welfare. Most of them are as large as Willie's family, 75 per cent having a woman as the head of the household.

Willie has little chance or motivation to complete high school. The average educational level in Soul City is the fifth grade. Many adults are illiterate, and there is a high level of delinquency and alcoholism in Soul City.

"Although it is a small community, the people are representative of many black communities in this country," said Dan Fulton, a graduate student in economics, and a staff member of the Soul City project.

"Their problems are the result of undereducation, a lack of knowledge, inadequate motivation, and insufficient experience as to managing the resources available to them."

Fulton is one member of a full and part-time staff of fourteen educators and students working on the Health, Education and Welfare-financed Soul City project in Adult Basic Education (ABE). Its director is Dr. Mary Catherine Beasley, head of the department of continuing education in Home Economics. Student volunteers from both the School of Social

Work and the School of Home Economics have contributed many hours of work to furthering the project, now in its second year.

"The basic aim of the project is to identify the problems of inner city, hardcore illiterate adult women and implement change to produce a better quality of home life," said Dr. Beasley. "The goal of the present program is the improvement of basic education, in preparation for occupational training and more profitable employment."

"As educators," said Fulton, "we want to learn more about them and let them learn more about us, so that together we can better understand how to help each other improve the quality of our lives."

"As an economist, I hope to help these people become good wage earners and good consumers, so they can make a better contribution to society."

The Soul City Community Center, a formerly vacant house in the area, is the established base of operations for the project. The presence of the center within the boundaries of the community itself has contributed to the people's acceptance of outside help. Here, classes are taught in basic home economic skills on group and individual levels, under the direction of Miss Ora Lee Brown, Mrs. Marion Bryant and Mrs. Dorothy Burns. Supervised play and recreation is provided for the children of the community.

"Programs aimed at every age group are necessary and must involve all family members to some degree," said Dr. Beasley, "if they are to be effective."

"The children are everywhere!" Mrs. Faye Clark said. "You can't get away from them. The ABE Program is supposedly just for adults, but we have found we must include programs for the children too."

Mrs. Clark, a graduate student in child development, is coordinating the children and youth activities. "Disadvantaged children have the same needs as other children, only to a greater extent," she said. "These children in Soul City are starved for affection and attention and go to extreme and sometimes unacceptable limits to get them. They need all the love and encouragement we can give them."

More student volunteers are needed to make this year's program a success. Interested students may call Dr. Beasley (348-6266) for more information, or work through AWS Community Action.

"One of the objectives of training young women for professional positions in home economics is to provide opportunities for observing and working with individuals and families from different socio-economic backgrounds," says Dean Mary A. Crenshaw. "The Soul City Project is an excellent opportunity for all University students."

It was over a year ago that little Willie began to play with the toys and the new friends he found at the Soul City Community Center. He is proud of the new clothes he has on today, that his mother learned to make for him at the Center.

Willie is beginning to understand that people do care about him after all.

"University of Alabama Project Focuses on Education Gap," by Mrs. Charlotte Cobie, University of Alabama News Bureau, University, Alabama, October 7, 1970.

UNIVERSITY, AL.--A woman can't make a dress if she doesn't understand the pattern, and a man finds it hard to get a job if he has difficulty reading and writing.

These are common problems in poverty areas throughout the United States; but in Tuscaloosa's Soul City, work is being done to raise the educational level of adults.

The University of Alabama Division of Continuing Education in Home Economics is beginning to prepare easy-to-understand materials on reading, child rearing, homemaking skills and consumer problems.

Designed specifically for adults in Soul City, the material will also be shared with education centers in other low-income communities throughout the nation through the Adult Education Division of the U. S. Department of Health, Education and Welfare.

The preparation of adult education materials is part of the larger adult basic education program conducted by the University of Alabama under the direction of Dr. Mary Catherine Beasley, director of Continuing Education in Home Economics in the Division of Continuing Education.

The program, now in its second year, is funded by the Adult Education Division of H.E.W.

The Soul City staff will experiment this fall with such educational materials as pamphlets, posters, slides and simplified adult lesson plans.

After discussing the merits of the teaching aids used and soliciting the opinions of community residents, the staff will select the materials they feel are most successful in an adult education program.

To assist the staff in developing education materials, experts in the fields of basic adult education, social work and home economics are meeting with the Soul City staff.

The first speaker was Mrs. Reba Davis, a graduate assistant and doctoral candidate at the University of Illinois at Urbana-Champaign in the Division of Home Economics Education.

A former high school teacher and home demonstration agent in low-income areas in Texas and Arkansas, she recently helped set up an education center in a Chicago public housing area. She is involved in a community service program on "nutrition for mother and baby" in the Urbana-Champaign area and has published easy-to-read materials now being used in adult basic education.

Advising the Soul City staff to keep in mind the needs of the people they are trying to serve, Mrs. Davis explained the planning and work that goes into preparing adult basic education materials.

Dr. Beasley, Miss Ora Lee Brown, administrative coordinator at Soul City, and Mrs. Marian Bryant, home economics teacher for the project, will spearhead the development of the educational materials.

Assisting on the materials project will be Mrs. Dorothy Burns, Soul City home economics instructor, and Miss Carolyn Pitts, secretary.

U. of A. graduate students involved in the materials preparation are: Mrs. Faye Clark of Birmingham, a child development major; Dan Fulton of Birmingham, an economics major; and Ed Wallace of Opp, a social work major.

Undergraduates assisting are Miss Betty Ann Bradford of Montgomery, a junior home economics major, and Mrs. Betty Rittner of Sylacauga, a junior sociology major.

The above article appeared in The Tuscaloosa News, October 13, 1970; Alabama Journal, October 9, 1970; Montgomery Advertiser, October 9, 1970; and Decatur Daily, October 18, 1970.

"Moving Takes Some Adjustment," The Tuscaloosa News, April 13, 1971.

Moving from one home to another is often a difficult experience requiring certain adjustments on the part of all members of the family.

Many University of Alabama students have been working with residents of Tuscaloosa's Soul City, which was recently condemned, helping them get established in new homes around the city.

Long before moving day, volunteer students began helping families plan ahead for unexpected costs, such as moving expenses and higher rent. Although some of the families are paying less rent in public housing, others have moved into rental situations which costs them more than they had been paying in Soul City.

Students have been working with families concerning ways to make their money go farther through money-management in food dollars, furniture selection, improvised furnituve and inexpensive decorating and storage ideas.

Families are learning how to identify needs, determine alternatives and to care for new equipment, furnishings and floor coverings. During home visits, the students discuss good nutrition, economy food buying and budgeting with the families.

Students who have been working with Soul City families and will continue to work with them in their new residences are:

--Home Economics: Roxane Stone, Evelyn Berry, Sandra Finch and Mardy Dawkins of Birmingham; Barbara Brown and Becky Vogel of Sylacauga; Robin Schmandt, Sandra Vinson and Marilyn Spencer of Tuscaloosa; Debby Hairston, Gardendale; Martha Currie, Montgomery; Marcie Allen, Jackson, Miss.; Katie Griffith, Nashville, Tenn.;

Susan Davidson, Huntsville; Fran Faulkner, Dothan; Scottie Thomas and Carolyn Dearman of Athens; Ruth Wallace, Florence; Donna Olive, Corinth, Miss.; Betty Barfield, Vicksburg, Miss.; and Nellie Strother, Wilton.

--Social Work: William Monroe, Birmingham; Carol Purdy, Oneonta; Carolyn Rudd, Dothan; Linda McCrory, Tuscaloosa; Bruce Mallon, Ottowa, Canada; and Ed Wallace, Opp.

The students are participating in a special demonstration project developed by Continuing Education in Home Economics and funded through a grant from the Adult Basic Education Division, Office of Education, Department of Health, Education and Welfare.

The above article also appeared in the Birmingham News, April 13, 1971.

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